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ABSTRACT

The report presents findings concerning the language proficiency of elementary, middle, and high school students receiving bilingual services in the Las Cruces Public Schools (New Mexico). The report contains five sections: general information about the bilingual program in the school district; the Idea Language Proficiency Tests (IPT); results of the English and Spanish oral tests; results of the English and Spanish reading and writing tests; and recommendations. Highlights of the findings include the following: an overall decrease in the number of non-English and limited-English speakers and a rise in the number of fluent English speakers; an overall increase in fluent Spanish speakers and decrease in limited-Spanish speakers; differential program effects on LAU ratings of oral proficiency; an overall rise in competent English readers and writers; and an overall rise in competent Spanish readers and writers. In all cases, differential program effects were found, and are summarized, for students at each school level (elementary, middle, high school) and for different bilingual program levels (6-hour, 3-hour, 2-hour, 1-hour). Acronyms used in the analysis and forms used for collecting data are appended. (MSE)

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February 1998

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LAS CRUCES
PUBLIC SCHOOLS

1996-97 Bilingual Program Evaluation Report on Idea Language Proficiency Tests

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February 1998

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"The Las Cruces Public Schools' community is committed to an environment in which the district's children will have an education resulting in greater student performance, higher self-esteem, and respect for others."

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SUMMARY REPORT FOR 96-97 IPT TESTING RESULTS AND CONCLUSIONS

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SUMMARY REPORT FOR 1996-97 IPT TESTING RESULTS

LAS CRUCES PUBLIC SCHOOLS, NEW MEXICO

The Idea Language Proficiency Report was summarized in two parts. Part one is the summary for the English oral proficiency and the Spanish oral proficiency. Part two summarizes the reading and writing proficiency in both English and Spanish. The oral, reading and writing proficiency of both languages was summarized by district, by levels (elementary, middle school, and high school), and by the number of hours in which the students participated (1-hour, 2-hour, 3-hour, and 6-hour).

ENGLISH ORAL PROFICIENCY

Overall District. In the 1996-97 school year, the English oral proficiency of 2,129 bilingual students was pre- and post-tested using the IPT Oral. It was concluded that in the post-test the number of non-English speakers was 8% lower than that of the pretest, and the number of limited English speakers was 6% lower. In contrast, the number of fluent English speakers was 13% more than that found in the pretest. In other words, the number of non-English speakers and limited English Speakers decreased, while the number of fluent English speakers increased. (Figure 1 and Table 7)

Elementary School Level. The oral proficiency of 1, 553 elementary school bilingual students was pre- and post-tested using the IPT Oral. It was concluded that in the post-test the number of non-English speakers was 7% lower than that of the pretest, and the number of limited English speakers was 5% lower. On the other hand, the number of fluent English speakers was 14% more than that found in the pretest. (Figure 2 and Table 8)

Middle School Level. The oral proficiency of 320 middle school bilingual students was pre- and post-tested using the IPT Oral. It was concluded that in the post-test the number of non-English speakers was 9% lower than that of the pretest, and the number of limited English speakers was 2% lower. However, the number of fluent English speakers was 12% more than that found in the pretest. (Figure 3 and Table 9)

High School Level. The oral proficiency of 256 high school bilingual students was pre- and post-tested using the IPT Oral It was concluded that in the post-test the number of non-English speakers was 10% lower than that of the pretest, and the number of limited English speakers was 7% lower, but the number of fluent English speakers was 17% more than that found in the pretest. (Figure 4 and Table 10)

6-Hour Program. The oral proficiency of 25 students in grades K-1 participating in a 6-hour bilingual program was pre- and post-tested using the IPT Oral. It was concluded that in the post-test the number of non-English speakers was 16% lower than that of the pretest, while the number of limited English speakers and fluent English speakers was 4% and 12% more than that found in the pre-test respectively. (Figure 5 and Table 11)

3-Hour Program. The oral proficiency of 537 students in grades 1-12 participating in a 3-hour bilingual program was pre- and post-tested using the IPT Oral. It was concluded that in the post-test the number of non-English speakers was 9% lower than that of the pretest, and the number of limited English speakers was 3% lower. However, the number of fluent English speakers was 8% more than that found in the pretest. (See Figure 6 and Table 12).

2-Hour Program. The oral proficiency of 1,494 students in grades K-12 participating in a 2-hour bilingual program was pre- and post-tested using the IPT Oral. It was concluded that in the post-test the number of non-English speakers was 11% lower than that of the pretest, and the number of limited English speakers was 7% lower. However, the number of fluent English speakers was 13% more than that found in the pretest. (Figure 7 and Table 13)

1-Hour Program. The oral proficiency of 73 elementary school students (K-3 and 5) participating in a 1-hour bilingual program was pre- and post-tested using the IPT Oral. It was concluded that in the post-test the number of non-English speakers was 23% lower than that of the pretest, while the number of limited English speakers and fluent English speakers was 18% and 6% more than that found in the pretest respectively. (Figure 8 and Table 14)

SPANISH ORAL PROFICIENCY

Overall District. In the 1996-97 school year, the Spanish oral proficiency of 2,129 bilingual students was pre- and post-tested using the IPT Oral. It was concluded that in the post-test the number of limited Spanish speakers was 6% lower than that found in the pretest, while the number of fluent Spanish speakers was 6% more than that of the pretest. (Figure 9 and Table 15).

Elementary School Level. The Spanish oral proficiency of 1,553 elementary school students receiving bilingual services was pre- and post-tested using the IPT Oral. It was concluded that in the post-test the number of limited Spanish speakers was 8% lower than that found in the pretest, but the number of fluent Spanish speakers was 8% more than that of the pretest. (Figure 10 and Table 16).

Middle School Level. The Spanish oral proficiency of 320 middle school students receiving bilingual services was pre- and post-tested using the IPT Oral. It was concluded that in the post-

test the number of limited Spanish speakers reduced to 0%, and the number of fluent Spanish speakers was 2% more than that of the pretest. (Figure 11 and Table 17)

High School Level. The Spanish oral proficiency of 256 **high school** bilingual students were pre- and post-tested using the Spanish IPT Oral. The analysis concluded that one of the two limited Spanish speakers became a fluent Spanish speaker which left only one limited Spanish speakers at the end of the school year. (Figure 12 and Table 18)

6-Hour Program. The Spanish oral language proficiency of 25 students in grades K-1 participating in a 6-hour program was pre- and post-tested using the IPT Oral. It was concluded that in the post-test the number of limited Spanish speakers was 28% lower than that of the pretest, while the number of fluent Spanish speakers was 24% higher than that found in the pretest. (Figure 13 and Table 19)

3-Hour Program. The Spanish oral proficiency of 537 students in grades 1-12 receiving bilingual services was pre- and post-tested using the IPT Oral. It was concluded that in the post-test the number of non-Spanish speakers was about the same as that of the pretest, but the number of limited Spanish speakers was 4% lower. However, the number of fluent Spanish speakers was 5% higher than that found in the pretest. (Figure 14 and Table 20)

2-Hour Program. The Spanish oral proficiency of 1, 494 students in grades K-12 receiving bilingual services was pre- and post-tested using the IPT Oral. It was concluded that in the post-test the number of non-Spanish speakers was about the same as that of the pretest, while the number of limited Spanish speakers was 7% lower. However, the number of fluent Spanish speakers was 7% higher than that found in the pretest. (Figure 15 and Table 21)

1-Hour Program. The Spanish oral proficiency of 73 elementary school students (grades K-3 and 5) receiving bilingual services in a 1-hour program was pre- and post-tested using the IPT Oral. It was concluded that in the post-test the number of non-Spanish speakers was about the same as that of the pretest, while the number of limited Spanish speakers was 4% lower. However, the number of fluent Spanish speakers was 4% higher than that found in the pretest. (Figure 16 and Table 22)

LAU RATINGS (ORAL PROFICIENCY)

Overall District. Both the English and Spanish oral language proficiency of 2, 129 students receiving bilingual services was pre- and post-tested using the IPT English and Spanish Oral. It was concluded that in the post-test the number of A LAU students (non-English speaking students) was 8% lower than that of the pretest and the number of B LAU students (students who

are partial speakers of English) was 6% lower. However, the number of C LAU students (bilingual students with academic needs) was 11% more than that found in the pretest. (Figure 17 and Table 23)

Elementary School Level. The English and Spanish oral proficiency of 1, 553 elementary school students receiving bilingual services was pre- and post-tested using the IPT English and Spanish Oral. It was concluded that in the post-test the number of A LAU students (non-English speaking students) was 7% lower than that of the pretest and the number of B LAU students (students who are partial speakers of English) was 6% lower. However, the number of C LAU students (bilingual students with academic needs) was 10% more than that found in the pretest. (Figure 18 and Table 24)

Middle School Level. The English and Spanish oral proficiency of 320 middle school students receiving bilingual services was pre- and post-tested using the IPT English and Spanish Oral. It was concluded that in the post-test the number of A LAU students (non-English speaking students) was 9% lower than that of the pretest and the number of B LAU students (students who are partial speakers of English) was 2% lower. However, the number of C LAU students (bilingual students with academic needs) was 12% more than that found in the pretest. (Figure 19 and Table 25).

High School Level. The English and Spanish oral proficiency of 256 middle school students receiving bilingual services was pre- and post-tested using the IPT English and Spanish Oral. It was concluded that in the post-test the number of A LAU students (non-English speaking students) was 10% lower than that of the pretest, and the number of B LAU students (students who are partial speakers of English) was 7% lower. However, the number of C LAU students (students with academic needs) was 17% more than that found in the pretest. (Figure 20 and Table 26)

6-Hour Program. The English and Spanish oral proficiency of 25 students (grades K-1) receiving bilingual services in a 6-hour program was pre- and post-tested using the IPT English and Spanish Oral. It was concluded that in the post-test the number of A LAU students was 16% lower than that of the pretest, but the number of B LAU and C LAU students was 4% and 12% more than that found in the pretest respectively. (Figure 21 and Table 27)

3-Hour Program. The English and Spanish oral proficiency of 537 students (grades 1-12) receiving bilingual services in a 3-hour program was pre- and post-tested using the IPT English and Spanish Oral. It was concluded that in the post-test the number of A LAU students was 9% lower than that of the pretest, and the number of B LAU students was 3% lower. However, the number of C LAU students was 11% more than that found in the pretest. (Figure 22 and Table 28)

2-Hour Program. The English and Spanish oral proficiency of 1, 494 students (grades 1-12) receiving bilingual services in a 2-hour program was pre- and post-tested using the IPT English and Spanish Oral. It was concluded that in the post-test the number of A LAU students was 7% lower than that of the pretest, and the number of B LAU students was 7% lower. However, the number of C LAU students was 11% more than that found in the pretest. (Figure 23 and Table 29)

1-Hour Program. The English and Spanish oral proficiency of 73 students (grades K-3 and 5) receiving bilingual services in a 6-hour program was pre- and post-tested using the IPT English and Spanish Oral. It was concluded that in the post-test the number of A LAU students was 23% lower than that of the pretest, and the number of B LAU students was 18% lower. However, the number of C LAU students was 4% more than that found in the pretest. (Figure 24 and Table 30)

ENGLISH READING PROFICIENCY

Overall District. The English reading proficiency of 962 students (grades 3-12) receiving bilingual services in a 1-hour, 2-hour, and 3-hour program was pre- and post-tested using the IPT Reading. The analysis concluded that the number of non-English readers in the post-test was 19% lower than that of the pretest, and the number of limited English readers was 1% lower. However, the number of competent English readers was 19% higher than that found in the pretest. (Figure 25 and Table 31)

Elementary School. The English reading proficiency of 474 elementary students (grades 3-5) receiving bilingual services in a 1-hour, 2-hour, and 3-hour program was pre- and post-tested using the IPT Reading. It was concluded that the number of non-English readers in the elementary program was 21% lower than that found in the pretest, and the number of limited English readers was 4% lower. However, the number of competent readers was 24% higher than that found in the pretest. (Figure 26 and Table 32)

Middle School. The English reading proficiency of 257 middle school students (grades 6-8) receiving bilingual services in a 2-hour, and 3-hour program was pre- and post-tested using the IPT Reading. The analysis concluded that the number of non-English readers in the middle school program was 14% lower than that found in the pretest, and the number of limited English readers was 4% lower. However, the number of competent English readers was 17% higher than that found the pretest. (Figure 27 and Table 33)

High School. The English reading proficiency of 231 high school students (grades 9-12) receiving bilingual services in a 2-hour, and 3-hour program was pre- and post-tested using the IPT Reading. The analysis concluded that the number of non-English readers in the high school

program was 18% lower than that found in the pretest, while the number of limited English readers and competent readers was 8% and 12% higher than that found in the pre-test respectively. (Figure 28 and Table 34)

3-Hour Program. The English reading proficiency of 378 students (grades 3-12) receiving bilingual services in a 3-hour program was pre- and post-tested using the IPT Reading. The analysis concluded that the number of non-English readers in the 3-hour program was 14% lower than that of the pretest, and the number of limited English readers was 4% lower. However, the number of competent English readers was 17% greater than that found the pretest. (Figure 29 and Table 35)

2-Hour Program. The English reading proficiency of 571 students (grades 3-12) receiving bilingual services in a 2-hour program was pre- and post-tested using the IPT Reading. The analysis concluded that the number of non-English readers in the 2-hour program was 21% lower than that of the pretest. The number of limited English readers between pre- and post-test was about the same. However, the number of competent readers was 20% more than that of the pretest. (Figure 30 and Table 36)

1-Hour Program. The English reading proficiency of 13 students (grades 3 and 5) receiving bilingual services in a 1-hour program was pre- and post-tested using the IPT Reading The analysis of the IPT Reading post-test for the **non-English readers** found that 5 (38%) students out of 13 became limited English readers, and 1 (8%) became a competent English reader. (Figure 31 and Table 37)

ENGLISH WRITING PROFICIENCY

Overall District. The English writing proficiency of 962 students (grades 3-12) receiving bilingual services in a 1-hour, 2-hour, and 3-hour program was pre- and post-tested using the IPT Writing. The analysis concluded that the number of non-English writers was 6% lower than that of the pretest, and the number of limited English writers was 17% lower. However, the number of competent English writers was 22% more than that found in the pretest. (Figure 32 and Table 38)

Elementary School. The English writing proficiency of 474 elementary school students (grades 3-5) receiving bilingual services in a 1-hour, 2-hour, and 3-hour program was pre- and post-tested using the IPT Writing. The analysis concluded that the number of non-English writers in the elementary program was 8% less than that found in the pretest, and the number of limited English writers was 12% lower. However, the number of competent English writers was 19% more than that found in the pretest. (Figure 33 Table 39)

Middle School. The English writing proficiency of 257 middle school students (grades 6-8) receiving bilingual services in a 2-hour and 3-hour program was pre- and post-tested using the IPT Writing. The analysis concluded that the number of non-English writer in the middle school program was 4% lower than that found in the pretest, and the number of limited English writers was 25% lower. However, the number of competent English writers was 29% more than that found in the pretest. (Figure 34 Table 40)

High School. The English writing proficiency of 231 high school students (grades 9-12) receiving bilingual services in a 2-hour and 3-hour program was pre- and post-tested using the IPT Writing. The analysis concluded that the number of non-English writers in the high school program was 4% lower than that was found in the pretest, and the number of limited English writers was 16% lower. However, the number of competent English writers was 20% greater than that found in the pretest. (Figure 35 and Table 41)

3-Hour Program. The English writing proficiency of 378 students (grades 3-12) receiving bilingual services in a 3-hour program was pre- and post-tested using the IPT Writing. The analysis indicated that the number of non-English writers in the 3-hour program was 2% lower than that found in the pretest, and the number of limited English writers was 16% lower, However, the number of competent English writers was 18% more than that found in the pretest. (Figure 36 and Table 42)

2-Hour Program. The English writing proficiency of 571 students (grades 3-12) receiving bilingual services in a 2-hour program was pre- and post-tested using the IPT Writing. The analysis concluded that the number of non-English writers in the 2-hour program was 8% lower than that found in the pretest, and the limited English writers was 16% lower, but the number of competent English writers was 25% higher than that found in the pretest. (Figure 37 and Table 43)

1-Hour Program. The English writing proficiency of 13 elementary school students (grades 3 and 5) receiving bilingual services in a 1-hour program was pre- and post-tested using the IPT Writing. The analysis of the IPT Writing post-test for the non-English Writers indicated that all students remained in the same category. (Figure 38 and Table 44)

ENGLISH LITERACY STATUS

Overall District. The English reading and writing of 962 students (grades 3-12) receiving bilingual services in a 1-hour, 2-hour, and 3-hour program was pre- and post-tested using the IPT Reading and Writing. It was concluded that the number of non-English proficient students (NEP) was 7% lower than that found in the pretest, and the number of limited English proficient (LEP)

students was 13% lower. However, the number of fluent English proficient (FEP) students was 19% higher than that of the pretest. (Figure 39 and Table 45)

Elementary School. The English reading and writing of 474 elementary school students (grades 3-5) receiving bilingual services in a 1-hour, 2-hour, and 3-hour program was pre- and post-tested using the IPT Reading and Writing. It was concluded that the number of NEP students was 7% lower than that found in the pretest, and the number of LEP students was 10% lower. However, the number of FEP students was 19% higher than that of the pretest. (Figure 40 and Table 46)

Middle School. The English reading and writing of 257 middle school students (grades 6-8) receiving bilingual services in a 2-hour and 3-hour program was pre- and post-tested using the IPT Reading and Writing. It was concluded that the number of NEP students was 4% lower than that found in the pretest, and the number of LEP students was 19% lower. However, the number of FEP students was 23% higher than that of the pretest. (Figure 41 and Table 47)

High School. The English reading and writing of 231 high school students (grades 9-12) receiving bilingual services in a 2-hour and 3-hour program was pre- and post-tested using the IPT Reading and Writing. It was concluded that the number of NEP students was 5% lower than that found in the pretest, and the number of LEP students was 13% lower. Of 231 students, 41 (18%) became Fluent English proficient. (Figure 42 and Table 48)

3-Hour Program. The English reading and writing of 378 students (grades 3-12) receiving bilingual services in a 3-hour program was pre- and post-tested using the IPT Reading and Writing. It was concluded that the number of NEP students was 3% lower than that found in the pretest, and the number of LEP students was 13% lower. However, the number of FEP students was 16% higher than that of the pretest. (Figure 43 and Table 49)

2- Hour Program. The English reading and writing of 571 students (grades 3-12) receiving bilingual services in a 2-hour program was pre- and post-tested using the IPT Reading and Writing. It was concluded that the number of NEP students was 9% lower than that found in the pretest, and the number of LEP students was 13% lower. However, the number of FEP students was 21% more than that of the pretest. (Figure 44 and Table 50)

1-Hour Program. The English reading and writing of 13 students (grades 3 & 5) receiving bilingual services in a 1-hour program was pre- and post-tested using the IPT Reading and Writing. It was concluded that 1 (8%) out of 12 LEP students became fluent English proficient. (Figure 45 and Table 51)

SPANISH READING PROFICIENCY

Overall District. The Spanish reading proficiency of 962 students (grades 3-12) receiving bilingual services in a 1-hour, 2-hour, and 3-hour program was pre- and post-tested using the IPT Reading. The analysis concluded that the number of non-Spanish readers in the post-test was 9% lower than that of the pretest, and the number of limited Spanish readers was 4% lower. However, the number of competent Spanish readers was 12% higher than that found in the pretest. (Figure 46 and Table 52)

Elementary School Level. The Spanish reading proficiency of 474 elementary school students (grades 3-5) receiving bilingual services in a 1-hour, 2-hour, and 3-hour program was pre- and post-tested using the IPT Reading. It was concluded that the number of non-Spanish readers in the elementary program was 16% lower than that found in the pretest, and the number of limited Spanish readers was 1% lower. However, the number of competent readers was 14% higher than that found in the pretest. (Figure 47 and Table 53)

Middle School Level. The Spanish reading proficiency of 257 middle school students (grades 6-8) receiving bilingual services in a 2-hour and 3-hour program was pre- and post-tested using the IPT Reading. The analysis concluded that the number of non-Spanish readers in the middle school program was 6% lower than that found in the pretest, the number of limited Spanish readers was 2% lower. However, the number of competent Spanish readers was 8% higher than that found in the pretest. (Figure 48 and Table 54)

High School Level. The Spanish reading proficiency of 257 high school students (grades 9-12) receiving bilingual services in a 2-hour and 3-hour program was pre- and post-tested using the IPT Reading. The analysis concluded that the number of non-Spanish readers in the high school program was 4% lower than that found in the pretest, while the limited Spanish readers was 10% higher than that of the pretest, and the number of competent readers was 9% more than that of the pretest. (Figure 49 and Table 55)

3-Hour Program. The Spanish reading proficiency of 378 students (grades 3-12) receiving bilingual services in a 3-hour program was pre- and post-tested using the IPT Reading. The analysis concluded that the number of non-Spanish readers in the 3-hour program was 6% lower than that of the pretest, and the number of limited Spanish readers was 6% lower. However, the number of competent Spanish readers was 12% greater than that found the pretest. (Figure 50 and Table 56)

2- Hour Program. The Spanish reading proficiency of 571 students (grades 3-12) receiving bilingual services in a 2-hour program was pre- and post-tested using the IPT Reading. The

analysis concluded that the number of non-Spanish readers in the 2-hour program was 10% lower than that of the pretest, and the number of limited Spanish readers was 1% lower. However, the number of competent readers was 12% more than that of the pretest. (Figure 51 and Table 57)

1-Hour Program. The Spanish reading proficiency of 13 students (grades 3 & 5) receiving bilingual services in a 1-hour program was pre- and post-tested using the IPT Reading. It was concluded that the number of non-Spanish readers was 15% lower than that found in the pretest, while the number of competent readers was 16% more than that of the pretest. (Figure 52 and Table 58)

SPANISH WRITING PROFICIENCY

Overall District. The Spanish writing proficiency of 962 students (grades 3-12) receiving bilingual services in a 1-hour, 2-hour, and 3-hour program was pre- and post-tested using the IPT Writing. The analysis concluded that the number of non-Spanish writers was 2% lower than that of the pretest, the limited Spanish writers was 12% lower, while the number of competent Spanish writers was 13% more than that found in the pretest. (See Figure 53 and Table 59).

Elementary School Level. The Spanish writing proficiency of 474 elementary school students (grades 3-5) receiving bilingual services in a 1-hour, 2-hour, and 3-hour program was pre- and post-tested using the IPT Writing. The analysis concluded that the number of non-Spanish writers in the elementary program was 3% lower than that found in the pretest, and the number of limited Spanish writer was 9% lower. However, the number of competent Spanish writers was 13% more than that found in the pretest. (Figure 54 and Table 60)

Middle School Level. The Spanish writing proficiency of 257 middle school students (grades 6-8) receiving bilingual services in a 2-hour and 3-hour program was pre- and post-tested using the IPT Writing. The analysis concluded that the number of non-Spanish writers in the middle school program was the same as in the pretest. The number of limited Spanish writers was 20% lower, while the number of competent Spanish writers was 20% more than that found in the pretest. (Figure 55 and Table 61)

High School Level. The Spanish writing proficiency of 231 high school students (grades 9-12) receiving bilingual services in a 2-hour and 3-hour program was pre- and post-tested using the IPT Writing. The analysis concluded that the number of non-Spanish writers in the high school program was the same as found in the pretest. The number of limited Spanish writers was 10% lower. However, the number of competent Spanish writers was 10% greater than that found in the pretest. (Figure 56 and Table 62)

3-Hour Program. The Spanish writing proficiency of 378 students (grades 3-12) receiving bilingual services in a 3-hour program was pre- and post-tested using the IPT Writing. The analysis concluded that the number of non-Spanish writers in the 3-hour program was 1% lower than that found in the pretest, and the number of limited Spanish writers was 14% lower. However, the number of competent Spanish writers was 15% more than that found in the pretest. (Figure 57 and Table 63)

2-Hour Program. The Spanish writing proficiency of 571 students (grades 3-12) receiving bilingual services in a 2-hour program was pre- and post-tested using the IPT Writing. The analysis indicated that the number of non-Spanish writers in the 2-hour program was 2% lower than that found in the pretest, and the number of limited Spanish writers was 11% lower. However, the number of competent Spanish writers was 14% higher than that found in the pretest. (Figure 58 and Table 64)

1-Hour Program. The Spanish writing proficiency of 13 students (grades 3 & 5) receiving bilingual services in a 1-hour program was pre- and post-tested using the IPT Writing. It was concluded that 1 (8%) out of 12 limited Spanish writers became a competent Spanish writer. (Figure 59 and Table 65)

SPANISH LITERACY STATUS

Overall District. The Spanish reading and writing proficiency of 962 students (grades 3-12) receiving bilingual services in a 1-hour, 2-hour, and 3-hour program was pre- and post-tested using the Spanish IPT Reading and Writing. It was concluded that the number of non-Spanish proficient (NSP) students was 2% lower than that found in the pretest, and the number of limited Spanish proficient (LSP) students was 10% lower, but the number of fluent Spanish proficient (FSP) students was 12% higher than that of the pretest. (Figure 60 and Table 66)

Elementary School Level. The Spanish reading and writing proficiency of 474 elementary students (grades 3-5) receiving bilingual services in a 1-hour, 2-hour, and 3-hour program was pre- and post-tested using the Spanish IPT Reading and Writing. It was concluded that the number of NSP students was 4% lower than that found in the pretest, and the number of LSP students was 5% lower. However, the number of FSP students was 9% higher than that of the pretest. (Figure 61 and Table 67)

Middle School Level. The Spanish reading and writing proficiency of 257 middle school students (grades 6-8) receiving bilingual services in a 1-hour, 2-hour, and 3-hour program was pre- and post-tested using the Spanish IPT Reading and Writing. It was concluded that the

number of NSP students was 1% lower than that found in the pretest, and the number of LSP students was 77% lower. However, the number of FSP students was 18% higher than that of the pretest. (Figure 62 and Table 68)

High School Level. The Spanish reading and writing proficiency of 231 high school students (grades 9-12) receiving bilingual services in a 2-hour and 3-hour program was pre- and post-tested using the Spanish IPT Reading and Writing. It was concluded that the number of LSP students was 11% lower than that found in the pretest, while the number of fluent Spanish proficient students was 11% more than that found in the pretest. (Figure 63 and Table 69)

3-Hour Program. The Spanish reading and writing proficiency of 378 students (grades 3-12) receiving bilingual services in a 3-hour program was pre- and post-tested using the Spanish IPT Reading and Writing. It was concluded that the number of non-Spanish proficient (NSP) students was 1% lower than that found in the pretest, and the number of limited Spanish proficient (LSP) students was 12% lower. However, the number of fluent Spanish proficient (FSP) students was 13% higher than that of the pretest. (Figure 64 and Table 70)

2-Hour program. The Spanish reading and writing proficiency of 571 students (grades 3-12) receiving bilingual services in a 2-hour program was pre- and post-tested using the Spanish IPT Reading and Writing. It was concluded that the number of NSP students was 3% lower than that found in the pretest, and the number of LSP students was 9% lower. However, the number of FSP students was 12% more than that of the pretest. (Figure 65 and Table 71)

1-Hour Program. The Spanish reading and writing proficiency of 13 students (grades 3 and 5) receiving bilingual services in a 1-hour program was pre- and post-tested using the Spanish IPT Reading and Writing. It was concluded in the post-test all 13 students who were pre-tested as limited Spanish proficient remained in the same category. (Figure 66 and Table 72)

CONCLUSIONS

The Idea Language Proficiency Test (IPT) results were concluded in three parts: (1) English and Spanish IPT Oral, (2) English IPT Reading and Writing, and (3) Spanish IPT Reading and Writing.

ENGLISH AND SPANISH IPT ORAL

1. English Oral Proficiency. At the end of the 1996-97 school year, the percentage increase of the students who became fluent English speakers (FES) was 13% for the district, 13% for the

elementary school level, 14% for the middle school level, and 17% for the high school level. The highest increase was (17%) at the high school level.

When comparing the number of hours in which the students participated (1-hour, 2-hour, 3-hour and 6-hour), it was concluded that the percentage increase of the students who became fluent English speakers was 12% for the 6-hour program, 12% for the 3-hour program, 13% for the 2-hour program, and 6% for the 1-hour program: The highest increase was (13%) in the 2-hour program and the least increase was (6%) in the 1-hour program.

2. Spanish Oral Proficiency. At the end of the 1996-97 school year, the percentage increase of the students who became fluent Spanish speakers (FSS) was 6% for the district, 8% for the elementary school level, and 2% for the middle school level. At the high school level, only two students were pre-tested as limited Spanish speakers. At the end of the school year, one out of the two students became a fluent Spanish speaker.

When comparing the number of hours in which the students participated (1-hour, 2-hour, 3-hour and 6-hour), it was concluded that the percentage increase of the students who became fluent Spanish speakers was 24% for the 6-hour program, 5% for the 3-hour program, 7% for the 2-hour program, and 4% for the 1-hour program. The highest increase was (24%) in the 6-hour program, and the least increase was (4%) in the 1-hour program.

3. LAU Rating. The LAU rating is used to determine if a student is monolingual in a language other than English, partial speakers of English, or bilingual students with academic needs. At the end of the school year, the analysis concluded that the percentage increase of the students who became bilingual students with academic needs was 11% for the district, 10% for the elementary school level, 12% for the middle school level, and 17% for the high school level. The highest increase was 17% at the high school level.

When comparing the program hour in which the students participated (1-hour, 2-hour, 3-hour and 6-hour), it was concluded that the percentage increase of the students who became bilingual students with academic needs was 12% for the 6-hour program, 11% for the 2-hour and 3-hour program, and 4% for the 1-hour program. The most increase was (12%) in the 6-hour program and the least increase was (4%) in the 1-hour program.

ENGLISH IPT READING AND WRITING

1. English Reading Proficiency. At the end of the 1996-97 school year, the percentage increase of the students who became competent English readers (CER) was 19% for the district, 24% for the elementary school level, 17% for the middle school level, and 12% for the high school

level. The greatest increase was (24%) at the elementary school level and the least increase was (12%) at the high school level.

When comparing the program hour in which the students participated (1-hour, 2-hour, and 3-hour), it was concluded that the percentage increase of the students who became competent readers was 17% for the 3-hour program, 20% for the 2-hour program, and 8% for the 1-hour program. The greatest increase was (20%) in the 2-hour program and the least was (8%) in the 1-hour program.

2. English Writing Proficiency. At the end of the 1996-97 school year, the percentage increase of the students who became competent English writers (CEW) was 22% for the district, 19% for the elementary school level, 29% for the middle school level, and 20% for the high school level. All levels seem to have a high increase in the writing proficiency. However, the highest increase was (29%) at the middle school level.

When comparing the program hour in which the students participated (1-hour, 2-hour, and 3-hour), it was concluded that the percentage increase of the students who became competent writers was 18% for the 3-hour program and 25% for the 2-hour program. No competent English writers were found in the 1-hour program. The highest increase was (25%) in the 2-hour program.

3. English Literacy Status. The reading and writing proficiency was used to determine if a student is non-English proficient (NEP), limited English proficient (LEP), or fluent English proficient (FEP). At the end of the 1996-97 school year, the percentage increase of the students who became fluent English proficient (FEP) was 19% for the district, 19% for the elementary school level, 23% for the middle school level, and 18% for the high school level. The greatest increase was (23%) at the middle school level.

When comparing the number of hours in which the students participated (1-hour, 2-hour, and 3-hour), it was concluded that the percentage increase of the students who became competent readers was 16% for the 3-hour program, 21% for the 2-hour program, and 8% for the 1-hour program. The greatest increase was (21%) in the 2-hour program and the least was (8%) in the 1-hour program.

SPANISH IPT READING AND WRITING

1. Spanish Reading Proficiency. At the end of the 1996-97 school year, the percentage increase of the students who became competent Spanish readers (CSR) was 12% for the district, 14% for the elementary school level, 8% for the middle school level, and 9% for the high school

level. The greatest increase was (14%) at the elementary school level and the least increase was (8%) at the middle school level.

When comparing the program hour in which the students participated (1-hour, 2-hour, and 3-hour), it was concluded that the percentage increase of the students who became competent readers was 12% for the 3-hour program, 12% for the 2-hour program, and 16% for the 1-hour program. The greatest increase was (16%) in the 1-hour program.

5. Spanish IPT Writing. At the end of the 1996-97 school year, the percentage increase of the students who became competent Spanish writers (CSW) was 13% for the district, 13% for the elementary school level, 20% for the middle school level, and 10% for the high school level. The highest increase was (20%) at the middle school level and the least was (10%) at the high school level.

When comparing the number of hours in which the students participated (1-hour, 2-hour, and 3-hour), it was concluded that the percentage increase of the students who became competent writers was 15% for the 3-hour program and 14% for the 2-hour program, and 8% for the 1-hour program. The percentage increase in the 2-hour and the 3-hour program was similar. The least increase was (8%) in the 2-hour program.

3. Spanish Literacy Status. The reading and writing proficiency was used to determine if a student is non-Spanish proficient (NSP), limited Spanish proficient (LSP), or fluent Spanish proficient (FSP). At the end of the 1996-97 school year, the percentage increase of the students who became fluent Spanish proficient (FSP) was 12% for the district, 9% for the elementary school level, 18% for the middle school level, and 11% for the high school level. The greatest increase was (18%) at the middle school level and the least increase was (9%) at the elementary level.

When comparing the number of hours in which the students participated (1-hour, 2-hour, and 3-hour), it was concluded that the percentage increase of the students who became competent readers was 13% for the 3-hour program, and 12% for the 2-hour program. The percentage increase in the 3-hour and 2-hour program was similar. No increase was found in the 1-hour program.

1996-97 BILINGUAL PROGRAM EVALUATION

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1996-97 BILINGUAL EDUCATION PROGRAM EVALUATION

LAS CRUCES PUBLIC SCHOOLS

The main purpose of the report is to present the language proficiency of 1996-97 elementary, middle school and high school students receiving bilingual services in the Las Cruces Public Schools. This report is composed of six sections: (1) general information about the bilingual program implemented in the district, (2) the Idea Language Proficiency Tests (IPT), (3) the results of IPT Oral, (4) the results of IPT Reading and Writing, (5) Recommendations, and (6) acronyms used in the analysis as well as some forms for collecting data. A summary and conclusions for the report are presented in the front section of the report.

1. GENERAL INFORMATION ABOUT BILINGUAL EDUCATION PROGRAM

In the 1996-97 school year, twenty elementary schools, five middle schools and three high schools in the Las Cruces Public Schools provided bilingual services to LEP students. Due to the lack of teachers endorsed in bilingual education, all schools implemented a Transitional Bilingual Education Program (TBE), except for three elementary schools which had a different program in addition to the TBE program. One of these elementary schools served LEP students in a Two-Way Immersion or Dual Language Program in two classrooms, kindergarten and first grade. The other two served a classroom of each grade, grades 1-5 in a Maintenance Bilingual Education Program (MBE). Transitional bilingual schools implemented the program in different manners. Some implemented a 1-hour program, some implemented a 2-hour program, some implemented a 3-hour program, and some implemented a different-hour program at different grade levels. Table 1 below presents the number of students at each level receiving bilingual education services in different program hours.

Table 1: Number of 1996-97 Students Participating in the Bilingual Program Classified by Level and by Program Hour

Level	1-Hour	2-Hour	3-Hour	6-Hour	Total
Elementary School	73	1,217	238	25	**1,553**
Middle School		156	164	0	**320**
High School		121	135	0	**256**
TOTAL	**73**	**1,494**	**537**	**25**	**2,129**

Table 1 indicates that in the 1996-97 school year, 1, 553 elementary school students participated in a 1-hour, 2-hour, 3-hour, and 6-hour bilingual education program, 320 middle school students participated in a 2-hour and 3-hour program, and 256 high school students participated in a 2-hour and

3-hour program. The students were placed in the bilingual education program based on the procedures stated below.

In the Las Cruces Public Schools, all students who are new to the district will be given a Home Language Survey to determine if a language other than English is used or spoken at home. Any students whose Home Language Survey indicates another language is used or spoken at home are identified as PHLOTE (pupil whose home language is other than English). The language proficiency of all PHLOTE students will be assessed using the Idea Language Proficiency Tests (IPT). PHLOTE students whose home language is Spanish will be placed in a bilingual classroom if the language proficiency indicates that the students need bilingual education services. The criteria for providing services to bilingual students are summarized in the next paragraph.

In the fall semester, grades K-2 students who are identified as PHLOTE will be pre-tested using the IPT Oral. PHLOTE students in grades K-2 who were pre-tested by the IPT Oral as LAU A (non-English speakers), LAU B (partial speakers of English), and LAU C students (bilingual students with an academic need) will be provided bilingual services. Grades 3-12 students who are pre-tested by the IPT Oral as LAU A, B and C students will be given the IPT Reading and Writing to determine if any of them need bilingual education services. A, B or C LAU students whose reading or writing proficiency is not at the competent level will be placed in bilingual education classes to receive services. Toward the end of the spring semester, the language proficiency of all students will be reassessed using the same instrument. The results will be used for reclassifying students into an appropriate class in the next school year and also for program modification purposes. The next section summarizes the Idea Language Proficiency Test. .

2. IDEA LANGUAGE PROFICIENCY TEST (IPT)

The Idea Language Proficiency Test (IPT) consists of three tests including IPT Oral, IPT Reading and IPT Writing. The tests are used to assess the student's oral, reading and writing proficiency. The information of each test is summarized as follows:

IPT Oral. The IPT Oral is a normed test; it is an individual test. The oral test has two volumes, IPT 1 and IPT 2. IPT 1 is for grades K-6 and IPT 2 is for grades 7-12. (Table 1 presents the IPT testing materials.) The average testing time for the student is 14 minutes. Time will vary depending upon the promptness of responses by the student. Students frequently will not need to complete the test or will not need to start at the beginning of the test, so testing time will often be very short. It is recommended that a tester establish the beginning level for testing. Generally, students are to begin testing at the beginning of the test, working their way through the test, establishing a base for moving up. However, when a tester has knowledge that a student has basic oral skills (English or Spanish)

either from her/his own contact with the student or from school records, s/he may use the criteria suggested in the testing manual for selecting the beginning level for that student.

Table 2: IPT Oral, Reading and Writing Used at Each Grade Level

Grade	IPT Oral		IPT Reading & Writing	
	English	Spanish	English	Spanish
K-1	IPT 1C	IPT 1	Not Applicable	Not Applicable
2-3	IPT 1C	IPT 1	IPT 1B	IPT 1
4-5	IPT 1C	IPT 1	IPT 2B	IPT 2
6	IPT 1C	IPT 1	IPT 2B	IPT 2
7-8	IPT 2B	IPT 2	IPT 3B	IPT 3
9-12	IPT 2B	IPT 2	IPT 3B	IPT 3

The IPT Oral in both English and Spanish is to assess four basic areas of oral language proficiency including Vocabulary, Comprehension, Syntax, and Verbal Expression, which includes articulation. The test consists of five sections (section B through F) and six levels of difficulties tested: Level A, B, C, D, E, and F. When giving the test to a student, the appropriate book of IPT Test Pictures and the corresponding Test Booklet are needed. The student who is administered the IPT oral in either English or Spanish will be designated in one of the three categories depending upon the oral proficiency s/he has in that language. The English categories include non-English speaker, limited English speaker, and fluent English speaker. The Spanish categories are non-Spanish speaker, limited Spanish speaker, and fluent Spanish speaker. Table 3 below presents the IPT Score Designation.

Table 3: IPT Score Designation

English IPT Oral				Spanish IPT Oral			
Elm	Mid	High	Designation	Elm	Mid	High	Designation
ANES BNES CNES	ANES BNES CNES	ANES	NES	ANSS BNSS	ANSS BNSS	ANSS	NSS
BLES CLES DLES ELES	BLES CLES DLES ELES	BLES CLES DLES ELES	LES	BLSS CLSS DLSS	BLSS CLSS DLSS ELSS	BLSS CLSS DLSS ELSS	LSS
CFES DFES EFES FFES	FFES MFES	FFES MFES	FES	CFSS DFSS EFSS FFSS MFSS	EFSS FFSS MFSS	FFSS MFSS	FSS

The scores of IPT English Oral and IPT Spanish Oral of each student are used to determine the LAU rating for the student (See Table 4 below for LAU classification). LAU A, B, and C students are placed in the bilingual programs. In addition to the IPT Oral assessment, students in grades 2-12 are administered IPT Reading and Writing in both languages. An overview of the IPT Reading and Writing is presented in the next section.

Table 4: IPT Oral Classification and LAU Ratings

English Oral	Spanish Oral	LAU	Description
NES	NSS LSS FSS	A	Monolingual in a language other than English
LES	NSS LSS FSS	B	Partial Speakers of English
FES	FSS	C	Bilingual students with academic needs
FES	LSS	D	Bilingual students who are achieving academically in the curriculum
FES	NSS	E	English monolingual students

NES = Non-English Speaker LES = Limited English Speaker FES = Fluent English Speakers
NSS = Non- Spanish Speaker LSS = Limited Spanish Speaker FSS = Fluent Spanish Speaker

IPT Reading. The IPT Reading in both English and Spanish has three volumes: IPT 1 for grades 2-3, IPT 2 for grades 4-6, and IPT 3 for grades 7-12. The IPT Reading consists of five parts: Vocabulary, Vocabulary in Context, Reading for Understanding, Reading for Life Skills, and Language Usage.

The Vocabulary Test contains 10 items that test vocabulary of students' grade levels representing labels, descriptive terms, and action words. For examples, the IPT 1 Vocabulary subtest tests second and third-grade vocabulary, IPT 2 Vocabulary subtest assesses fourth, fifth, and sixth-grade vocabulary, and IPT 3 Vocabulary subtest assess seventh through twelfth-grade vocabulary. The Vocabulary in Context subtest contains 10 sentences, each with a missing word or words, that test whether or not students can select appropriate words when they are embedded in contextual situations. The third subtest is Reading for Understanding which assesses students' reading comprehension. The test contains stories and poems for students to read for details, main ideas, feelings and tone, cause and effect relationship, prediction, and interpretation. The fourth part is Reading for Life Skills test. This test features several real life situations to assess the applications of language. The last part is the Language Usage subtest which tests students' usage of language. The main purpose is to assess

whether a student can discriminate and select from a number of syntactic structures, those which minimize miscommunication and enhance understanding.

IPT Writing. The IPT Writing also has three volumes: IPT 1 for grades 2-3, IPT 2 for grades 4-6, and IPT 3 for grades 7-12. The IPT Writing consists of three parts to assess different domains of writing. Part one (Conventions) contains 10 items to test the mechanics of writing including capitalization, punctuation, and abbreviations. Part two features a series of three sequential pictures for each of two situations to elicit short writing samples about what is happening in the pictures. Each writing sample is scored holistically. For IPT 1 and 2 (grades 2-6, the third part features two pictures, one of which will be the stimulus for a student story. For IPT 3 (grades 7-12), the student select one out of two paragraphs to complete. The student has the choice to write about that situation s/he finds more interesting. This story represents the student's best work and is scored holistically. The rating number for the writing of part two and three is from 0-3. A rating number of 0 is non- expressive, 1 is very limited, 2 is limited, and 3 is competent. The rubrics are presented in Table 5 (Ballard & Tighe).

Table 5: Rubrics for Rating Students' Writing

The Student Response:	Score and Descriptor
• is unintelligible • fails to respond to topic • is in language other than English	**#0: NON-EXPRESSIVE**
• is barely intelligible • inadequately addresses the topic • contains few complete thoughts • makes little sense • uses vocabulary and syntax that are unacceptable for student's grade level • demonstrates significant weaknesses in capitalization, punctuation, word spacing and spelling according to grade-level standards; frequent misspelling of words interferes with understanding • is of poor quality and/or insufficient quantity to meet grade-level standards	**#1: VERY LIMITED**
• is mostly intelligible • addresses the topic in general • expresses some complete thoughts • makes sense even though disorganization of ideas may be evident • uses vocabulary and syntax that are partially appropriate for grade-level standards • uses capitalization, punctuation, word spacing, and spelling that partially meet grade-level standards • is partially lacking the quality and/or quantity to meet grade-level standards	**#2: LIMITED**
• is intelligible • addresses the topic • expresses complete thoughts • makes sense and the organization of ideas is logical • uses capitalization, punctuation, word spacing, and spelling that are appropriate for student's grade level; almost no errors are made and those made do not interfere with understanding • is of satisfactory quality and sufficient quantity to meet grade-level standards	**#3: COMPETENT (Must fulfill all criteria)**

The scores from IPT English Reading and Writing are used to determine the literacy status of the student if s/he is a non-English proficient (NEP), limited English proficient (LEP), or fluent English proficient (FEP) student, and the scores from the IPT Spanish Reading and Writing are used to determine if a student is a non-Spanish proficient (NSP), limited Spanish proficient (LSP), or fluent Spanish proficient (FSP) student/ Table 6 presents the reading and writing classifications as well as the literacy status in English and Spanish.

Table 6: IPT Reading and Writing Classification

IPT Reading & Writing Assessment	Reading & Writing Designation	Literacy Status	Definition
ENGLISH	**NER/NEW**	**NEP**	**NEP = Non-English Proficient**
	NER/LEW NER/CEW LER/NEW LER/LEW LER/CEW CER/NEW CER/LEW	LEP	NER = Non-English Reader LER = Limited English Reader CER = Competent English Reader NEW = Non-English Writer LEW = Limited English Writer CEW = Competent English Writer **LEP = Limited English Proficient**
	CER/CEW*	**FEP***	**FEP = Fluent English Proficient**
SPANISH	**NSR/NSW**	**NSP**	**NSP = Non-Spanish Proficient**
	NSR/LSW NSR/CSW LSR/NSW LSR/LSW LSR/CSW CSR/NSW CSR/LSW	LSP	NSR = Non-Spanish Reader LSR = Limited Spanish Reader CSR = Competent Spanish Reader NSW = Non-Spanish Writer LSW = Limited Spanish Writer CSW = Competent Spanish Writer **LSP = Limited Spanish Proficient**
	CSR/CSW	**FSP**	**FSP = Fluent Spanish Proficient**

3. REPORT ON IPT ORAL

This section consists of three main parts. The first part is pre- and post-test results of English IPT Oral. The second parts presents pre- and post-test results of Spanish IPT Oral, and the last part summarizes the pre- and post-test LAU ratings.

3.1 Pre- and Post-test Results for ENGLISH IPT Oral. The English IPT Oral are presented in three categories: pre- and post-test results of English IPT Oral by overall district, pre- and

post-test results of English IPT Oral by levels (elementary, middle school and high school)) , and pre- and post-test results of English IPT Oral by program hours in which the students participated (1-hour, 2-hour, 3-hour, and 6-hour).

Figure 1: Distribution of 1996-97 Pre- and Post-test of English IPT Oral for **Overall District**

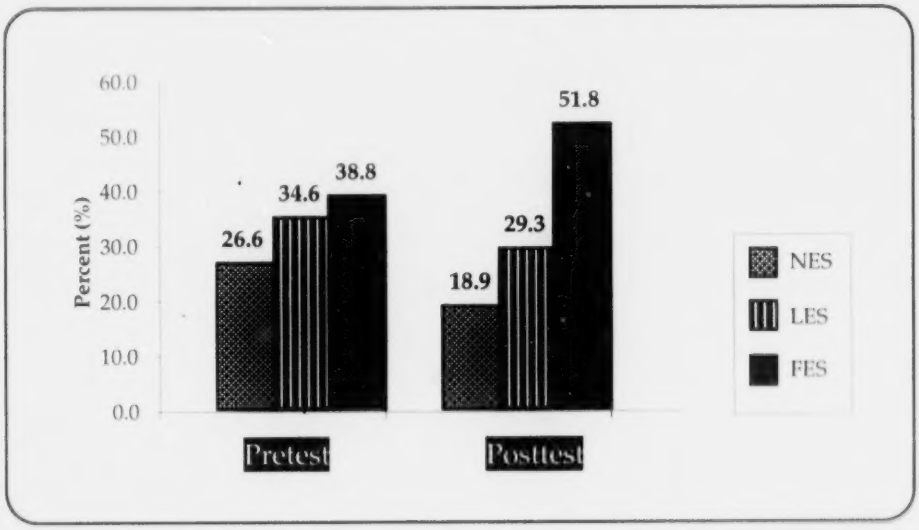

Table 7: Distribution of 1996-97 Pre- and Post-test of English IPT Oral for **Overall District**

DISTRICT **BOE--Posttest**

BOEP--Pretest	NES	LES	FES	TOTAL
NES	320 (56.54%)	201 (35.51%)	45 (7.95%)	**566 (26.59%)**
LES	82 (11.14%)	423 (57.47%)	231 (31.39%)	**736 (34.57%)**
FES	0 (0%)	0 (%)	827 (100%)	**827 (38.84%)**
TOTAL	**402 (18.88%)**	**624 (29.31%)**	**1103 (51.81%)**	**2129 (100%)**

The English oral proficiency of 2, 129 bilingual students was pre- and post-tested using the English IPT Oral. The analysis for the pretest indicated that 566 (27%) students were non-English speakers (NES), 736 (35%) were limited English speakers (LES), and 827 (39%) were fluent English speakers (FES).

The analysis of the English IPT Oral post-test for the **non-English speakers** showed that out of 566 students, 132 (34%) became limited English speakers and 45 (8%) became fluent English speakers. For the **limited English speakers**, it was found that 231 (31%) students out of 545 became fluent English speakers.

It was concluded that in the post-test the number of non-English speakers was 8% lower than that of the pretest, and the number of limited English speakers was 6% lower, However, the number of fluent English speakers was 13% more than that found in the pretest.

Figure 2: Distribution of 1996-97 Pre- and Post-test of English IPT Oral for **Elementary** School Students

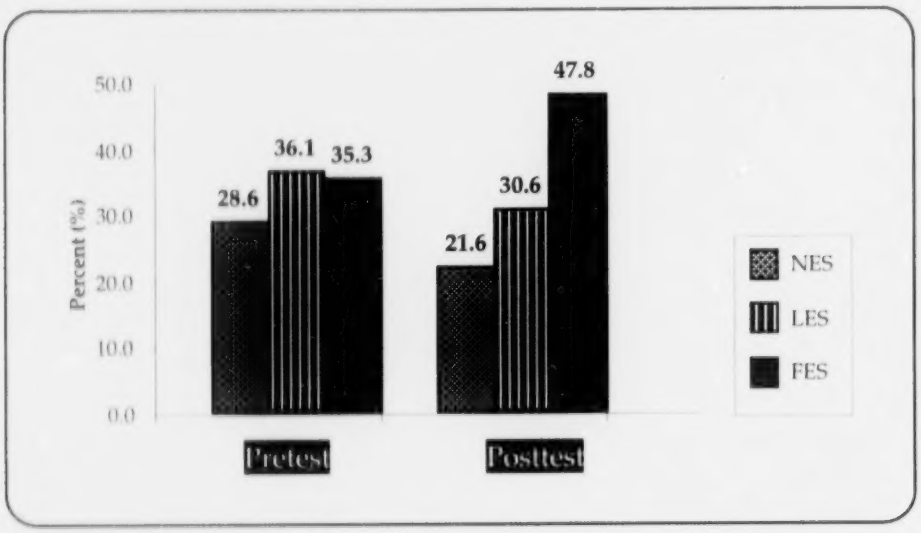

Table 8: Distribution of 1996-97 Pre- and Post-test of English IPT Oral for **Elementary** School Students

Elementary Level **BOE--Posttest**

BOEP--Pretest	NES	LES	FES	TOTAL
NES	259 (58.33%)	150 (33.78%)	35 (7.88%)	444 (28.59%)
LES	76 (13.55%)	325 (57.93%)	160 (28.52%)	561 (36.12%)
FES	0 (0%)	0 (0%)	548 (100%)	548 (35.29%)
TOTAL	**335 (21.57%)**	**475 (30.59%)**	**743 (47.84%)**	**1553 (100%)**

The English oral proficiency of 1,553 **elementary** bilingual students was pre- and post-tested using the English IPT Oral. The analysis for the pretest indicated that 444 (29%) students were non-English speakers (NES), 561 (36%) were limited English speakers (LES), and 548 (35%) were fluent English speakers (FES).

The analysis of the English IPT Oral post-test for the **non-English speakers** showed that out of 566 students, 150 (33%) became limited English speakers and 35 (8%) became fluent English speakers. For the **limited English speakers**, it was found that 160 (29%) students out of 545 became fluent English speakers.

It was concluded that in the post-test the number of non-English speakers was 7% lower than that of the pretest, and the limited English speakers was 5% lower. However, the number of fluent English speakers was 14% more than that found in the pretest.

Figure 3: Distribution of 1996-97 Pre- and Post-test of English IPT Oral for **Middle** School Students

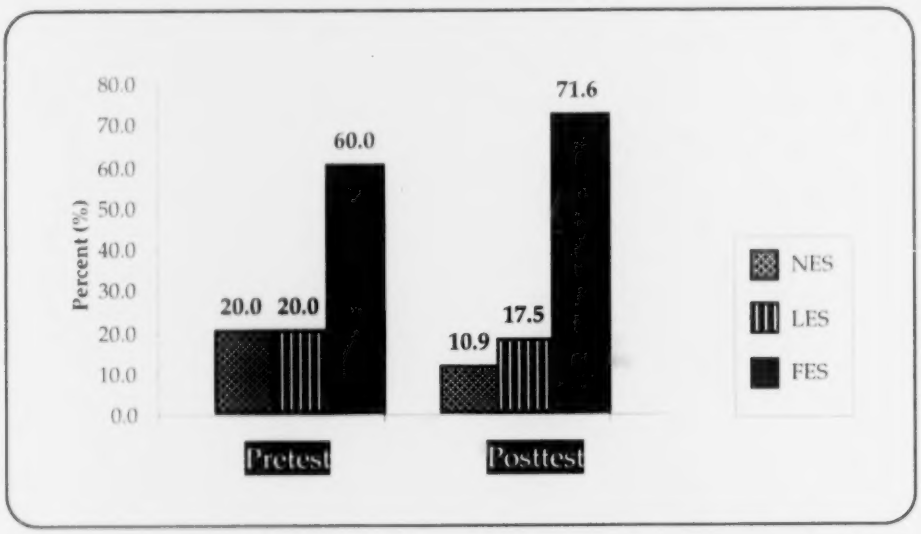

Table 9: Distribution of 1996-97 Pre- and Post-test of English IPT Oral for **Middle** School Students

Middle School **BOE--Posttest**

BOEP--Pretest	NES	LES	FES	TOTAL
NES	34 (53.13%)	23 (35.94%)	7 (10.94%)	64 (20%)
LES	1 (1.56%)	33 (51.56%)	30 (46.88%)	64 (20%)
FES	0 (0%)	0 (0%)	192 (100%)	192 (60%)
TOTAL	**35 (10.94%)**	**56 (17.50%)**	**229 (71.56%)**	**320 (100%)**

The English oral proficiency of 320 **middle school** bilingual students was pre- and post-tested using the English IPT Oral. The analysis for the pretest indicated that 64 (20%) students were non-English speakers (NES), 64 (20%) were limited English speakers (LES), and 192 (60%) were fluent English speakers (FES).

The analysis of the English IPT Oral post-test for the **non-English speakers** showed that out of 64 students, 23 (36%) became limited English speakers and 7 (11%) became fluent English speakers. For the **limited English speakers**, it was found that 30 (47%) students out of 64 became fluent English speakers. It was concluded that in the post-test the number of non-English speakers was 9% lower than that of the pretest, and the number of limited English speakers was 2% lower. However, the number of fluent English speakers was 12% more than that found in the pretest.

Figure 4: Distribution of 1996-97 Pre- and Post-test of English IPT Oral for **High** School Students

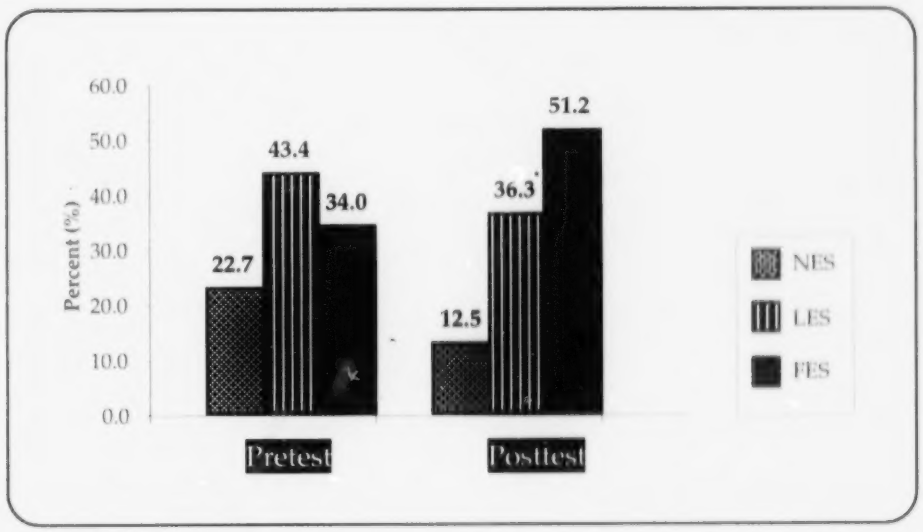

Table 10: Distribution of 1996-97 Pre- and Post-test of English IPT Oral for **High** School Students

High School **BOE--Posttest**

BOEP--Pretest	NES	LES	FES	TOTAL
NES	27 (46.55%)	28 (48.28%)	3 (5.17%)	58 (22.66%)
LES	5 (4.50%)	65 (58.56%)	41 (3694%)	111 (43.36%)
FES	0 (0%)	0 (0%)	87 (100%)	87 (33.98%)
TOTAL	**32 (12.50%)**	**93 (36.33%)**	**131 (51.17%)**	**256 (100%)**

The English oral proficiency of 256 **high school** bilingual students was pre- and post-tested using the English IPT Oral. The analysis for the pretest indicated that 58 (23%) students were non-English speakers (NES), 111 (43%) were limited English speakers (LES), and 87 (34%) were fluent English speakers (FES).

The analysis of the English IPT Oral post-test for the **non-English speakers** showed that out of 58 students, 28 (48%) became limited English speakers and 3 (5%) became fluent English speakers. For the **limited English speakers**, it was found that 41 (37%) students out of 111 became fluent English speakers.

It was concluded that in the post-test the number of non-English speakers was 10% lower than that of the pretest, and the number of limited English speakers was 7% lower. However, the number of fluent English speakers was 17% more than that found in the pretest.

Figure 5: Distribution of 1996-97 Pre- and Post-test of English IPT Oral for Students Participating in a **6-Hour** Program

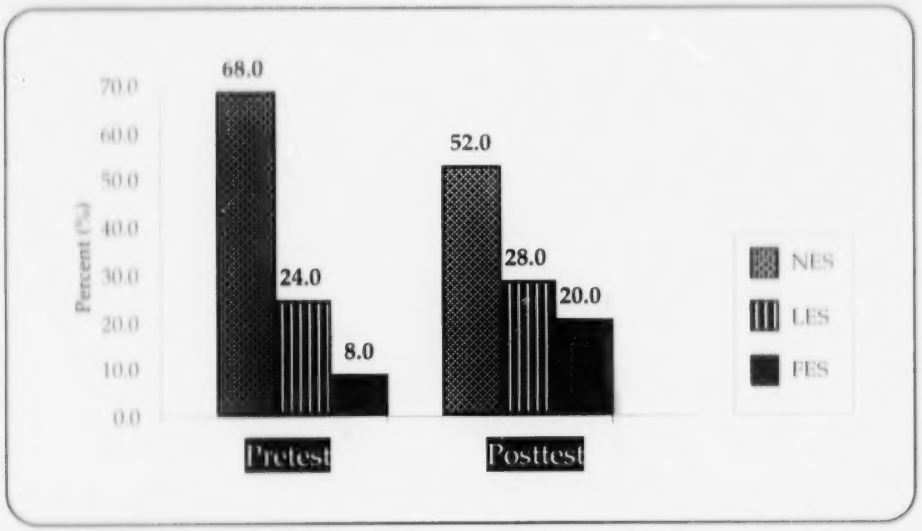

Table 11: Distribution of 1996-97 Pre- and Post-test of English IPT Oral for Students Participating in a **6-Hour** Program

Bilingual 6 hrs. **BOE--Posttest**

BOEP--Pretest	NES	LES	FES	TOTAL
NES	12 (70.59%)	4 (23.53%)	1 (5.88%)	**17 (68%)**
LES	1 (16.67%)	3 (50%)	2 (33.33%)	**6 (24%)**
FES	0 (%)	0 (0%)	2 (100%)	**2 (8%)**
TOTAL	**13 (52%)**	**7 (28%)**	**5 (20%)**	**25 (100%)**

Out of the district's 2, 129 bilingual students, 25 received services in a **6-hour** or two-way immersion program. All students were pre- and post-tested using the English IPT Oral. The analysis for the pretest indicated 17 (68%) students were non-English speakers (NES), 6 (24%) were limited English speakers (LES), and 2 (8%) were fluent English speakers (FES).

The analysis of the English IPT Oral post-test for the **non-English speakers** showed that out of 17 students, 4 (24%) became limited English speakers and 1 (6%) became fluent English speakers. For the **limited English speakers**, it was found that 2 (33%) students out of 6 became fluent English speakers.

It was concluded that in the post-test the number of non-English speakers was 16% lower than that of the pretest, while the number of limited English speakers and the number of fluent English speakers was 4% and 12% more than that found in the pretest respectively.

Figure 6: Distribution of 1996-97 Pre- and Post-test of English IPT Oral for Students Participating in a **3-Hour** Program

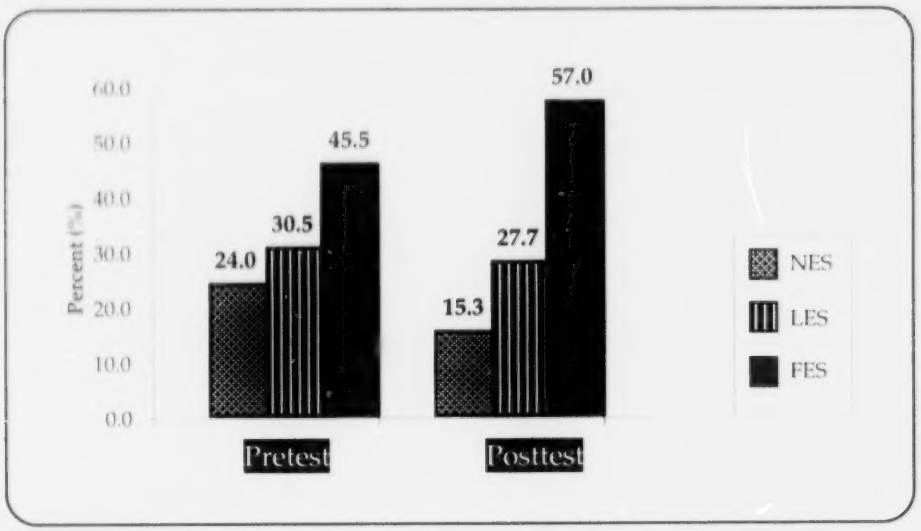

Table 12: Distribution of 1996-97 Pre- and Post-test of English IPT Oral for Students Participating in a **3-Hour** Program

Bilingual 3 hrs. **BOE--Posttest**

BOEP--Pretest	NES	LES	FES	TOTAL
NES	71 (55.04%)	48 (37.21%)	10 (7.75%)	129 (24.02%)
LES	11 (6.71%)	101 (61.59%)	52 (31.71%)	164 (30.54%)
FES	0 (0%)	0 (0%)	244 (100%)	244 (45.44%)
TOTAL	**82 (15.27%)**	**149 (27.75%)**	**306 (56.98%)**	**537 (100%)**

Out of the district's 2, 129 bilingual students, 537 received services in a **3-hour** program. All students were pre- and post-tested using the English IPT Oral. The analysis for the pretest indicated 129 (24%) students were non-English speakers (NES), 164 (31%) were limited English speakers (LES), and 244 (45%) were fluent English speakers (FES).

The analysis of the English IPT Oral post-test for the **non-English speakers** showed that out of 129 students, 48 (38%) became limited English speakers and 10 (8%) became fluent English speakers. For the **limited English speakers**, it was found that 52(32%) students out of 164 became fluent English speakers.

It was concluded that in the post-test the number of non-English speakers was 9% lower than that of the pretest, and the number of limited English speakers was 3% lower. However, the number of fluent English speakers was 12% more than that found in the pretest.

Figure 7: Distribution of 1996-97 Pre- and Post-test of English IPT Oral for Students Participating in a **2-Hour** Program

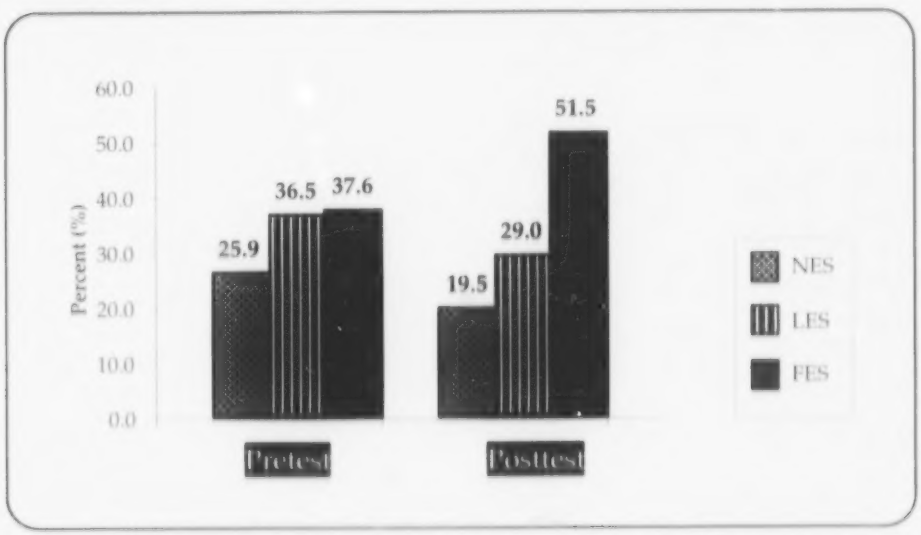

Table 13: Distribution of 1996-97 Pre- and Post-test of English IPT Oral for Students Participating in a **2-Hour** Program

Bilingual 2 hrs. **BOE--Posttest**

BOEP--Pretest	NES	LES	FES	TOTAL
NES	222 (57.36%)	132 (34.11%)	33 (8.53%)	387 (25.90%)
LES	69 (12.66%)	302 (55.41%)	174 (31.93%)	545 (36.48%)
FES	0 (0%)	0 (0%)	562 (100%)	562 (37.62%)
TOTAL	**291 (19.48%)**	**434 (29.05%)**	**769 (51.47%)**	**1494 (100%)**

Out of the district's 2,129 bilingual students, 1,494 received services in a **2-hour** program. All students were pre- and post-tested using the English IPT Oral. The analysis for the pretest indicated 387 (26%) students were non-English speakers (NES), 545 (36%) were limited English speakers (LES), and 562 (38%) were fluent English speakers (FES).

The analysis of the English IPT Oral post-test for the **non-English speakers** showed that out of 387 students, 132 (34%) became limited English speakers and 33 (9%) became fluent English speakers. For the **limited English speakers**, it was found that 174 (32%) students out of 545 became fluent English speakers.

It was concluded that in the post-test the number of non-English speakers was 11% lower than that of the pretest, and the number of limited English speakers was 7% lower. However, the number of fluent English speakers was 13% more than that found in the pretest.

Figure 8: Distribution of 1996-97 Pre- and Post-test of English IPT Oral for Students Participating in a **1-Hour** Program

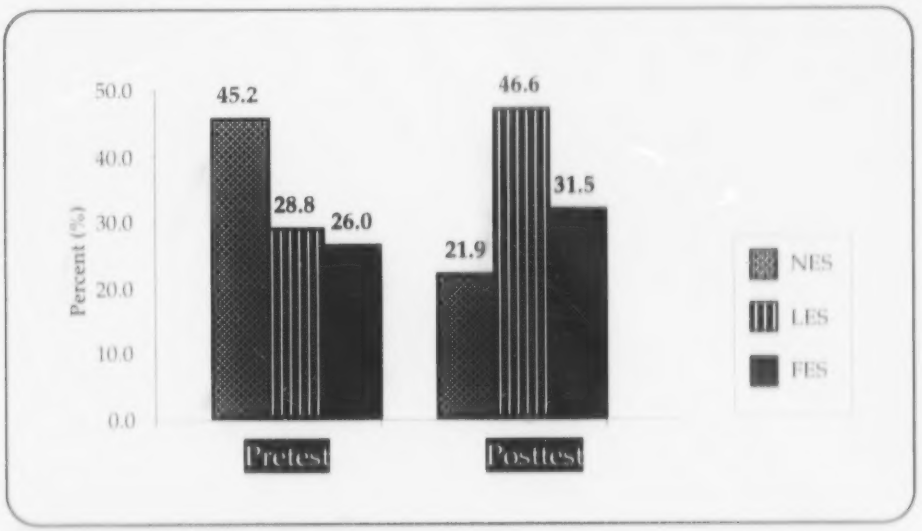

Table 14: Distribution of 1996-97 Pre- and Post-test of English IPT Oral for Students Participating in a **1-Hour** Program

Bilingual 1 hr. **BOE--Posttest**

BOEP--Pretest	NES	LES	FES	TOTAL
NES	15 (45.45%)	17 (51.52%)	1 (3.03%)	33 (45.21%)
LES	1 (4.76%)	17 (80.95%)	3 (14.29%)	21 (28.77%)
FES	0 (0%)	0 (0%)	19 (100%)	19 (26.03%)
TOTAL	**16 (21.91%)**	**34 (46.58%)**	**23 (31.51%)**	**73 (100%)**

Out of the district's 2,129 bilingual students, 73 received services in a **1-hour** program. All students were pre- and post-tested using the English IPT Oral. The analysis for the pretest indicated 33 (45%) students were non-English speakers (NES), 21 (29%) were limited English speakers (LES), and 19 (26%) were fluent English speakers (FES).

The analysis of the English IPT Oral post-test for the **non-English speakers** showed that out of 33 students, 17 (52%) became limited English speakers and 1 (3%) became fluent English speakers. For the **limited English speakers**, it was found that 3 (14%) students out of 21 became fluent English speakers.

It was concluded that in the post-test the number of non-English speakers was 23% lower than that of the pretest, while the number of limited English speakers and fluent English speakers was 18% and 6% more than that found in the pretest respectively.

3.2 Pre- and Post-test Results for SPANISH IPT Oral. The Spanish IPT Oral are presented in three categories: pre- and post-test results of Spanish IPT Oral by overall district, pre- and post-test results of Spanish IPT Oral by levels (elementary, middle school and high school)) , and pre- and post-test results of Spanish IPT Oral by program hours in which the students participated (1-hour, 2-hour, 3-hour, and 6-hour).

Figure 9: Distribution of 1996-97 Pre- Post-test of **Spanish** IPT Oral for **Overall District**

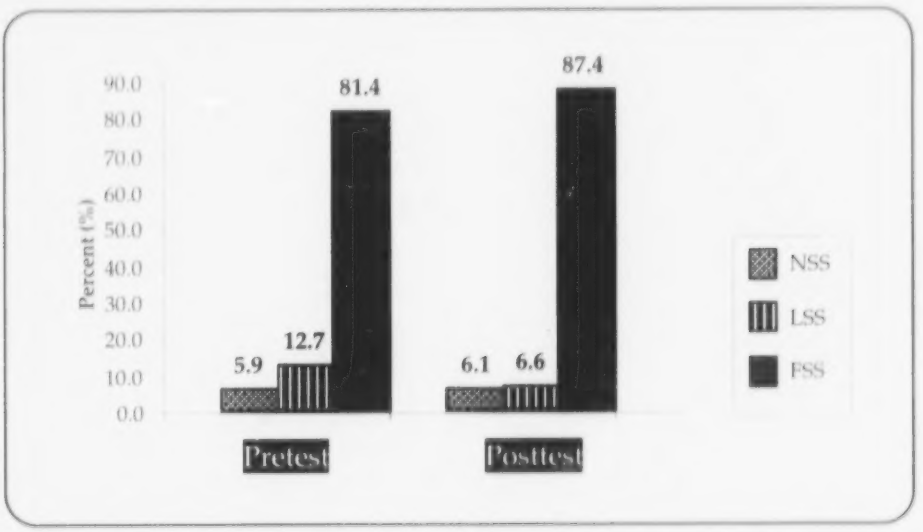

Table 15: Distribution of 1996-97 Pre- Post-test of **Spanish** IPT Oral for **Overall District**

DISTRICT **BOP-- Pretest**

BOPP-- Posttest	NSS	LSS	FSS	TOTAL
NSS	81 (64.80%)	26 (20.80%)	18 (14.40%)	**125 (5.87%)**
LSS	48 (17.71%)	114 (42.07%)	109 (40.22%)	**271 (12.73%)**
FSS	0 (0%)	0 (0%)	1733 (100%)	**1,733 (81.40%**
TOTAL	**129 (6.06%)**	**140 (6.58%)**	**1,860 (87.36%)**	**2,129 (100%)**

The Spanish oral proficiency of 2, 129 bilingual students was pre- and post-tested using the Spanish IPT Oral. The analysis for the pretest indicated that 125 (6%) students were non-Spanish speakers (NSS), 271 (13%) were limited Spanish Speaker(LSS), and 1,733 (81%) were fluent Spanish speakers (FSS).

The analysis of the Spanish IPT Oral post-test for the **non-Spanish speakers** showed that out of 125 students, 26 (21%) became limited Spanish speakers and 18 (14%) became fluent Spanish speakers. For the **limited Spanish speakers**, it was found that 109 (40%) students out of 271 became fluent Spanish speakers.

It was concluded that in the post-test the number of limited Spanish speakers was 6% lower than that found in the pretest, while the number of fluent Spanish speakers was 6% more than that of the pretest.

Figure 10: Distribution of 1996-97 Pre- Post-test of **Spanish** IPT Oral for **Elementary** School Students

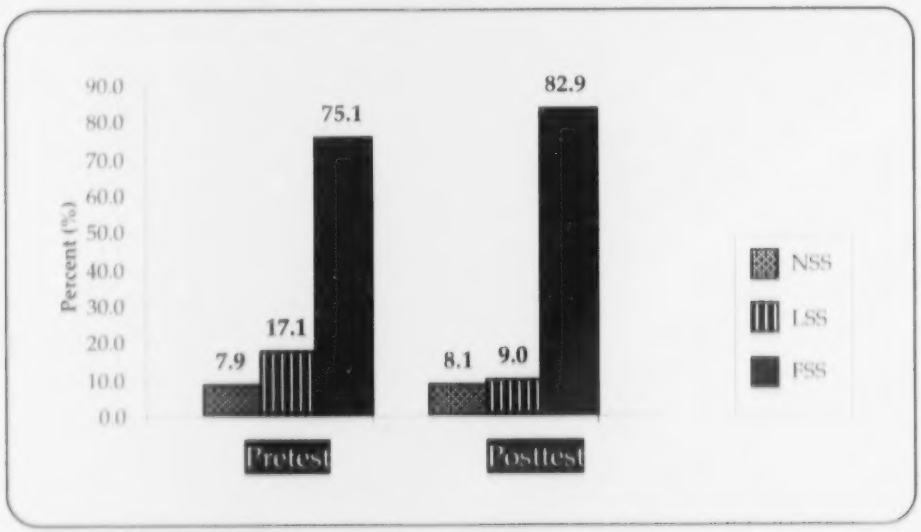

Table 16: Distribution of 1996-97 Pre- Post-test of **Spanish** IPT Oral for **Elementary** School Students

Elementary Level **BOP-- Pretest**

BOPP-- Posttest	NSS	LSS	FSS	TOTAL
NSS	78 (63.93%)	26 (21.31%)	18 (14.75%)	**122 (7.86%)**
LSS	48 (18.11%)	113 (42.64%)	104 (39.25%)	**265 (17.06%)**
FSS	0 (0%)	0 (0%)	1166 (100%)	**1,166 (75.08%)**
TOTAL	**126 (8.11%)**	**139 (8.95%)**	**1288 (82.94%)**	**1,553 (100%)**

The Spanish oral proficiency of 1,553 **elementary** bilingual students was pre- and post-tested using the Spanish IPT Oral. The analysis for the pretest indicated that 122 (8%) students were non-Spanish speakers (NSS), 265 (17%) were limited Spanish speakers (LSS), and 1,166 (75%) were fluent Spanish speakers (FSS).

The analysis of the Spanish IPT Oral post-test for the **non-Spanish speakers** showed that out of 122 students, 26 (21%) became limited Spanish speakers and 18 (15%) became fluent Spanish speakers. For the **limited Spanish speakers**, it was found that 104 (39%) students out of 265 became fluent Spanish speakers.

It was concluded that in the post-test the number of limited Spanish speakers was 8% lower than that found in the pretest, while the number of fluent Spanish speakers was 8% more than that of the pretest.

Figure 11: Distribution of 1996-97 Pre- Post-test of **Spanish** IPT Oral for **Middle** School Students

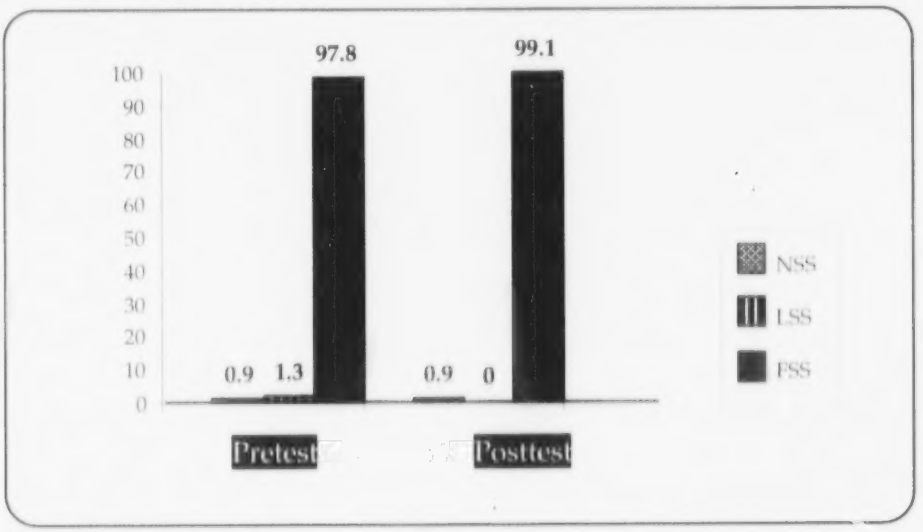

Table 17: Distribution of 1996-97 Pre- Post-test of **Spanish** IPT Oral for **Middle** School Students

Middle School **BOP-- Pretest**

BOPP-- Posttest	NSS	LSS	FSS	TOTAL
NSS	3 (100%)	0 (0%)	0 (0%)	**3 (0.94%)**
LSS	0 (0%)	0 (0%)	4 (100%)	**4 (1.25%)**
FSS	0 (0%)	0 (0%)	313 (100%)	**313 (97.81%)**
TOTAL	**3 (0.94%)**	**0 (0%)**	**317 (99.06%)**	**320 (100%)**

The Spanish oral proficiency of 320 **middle school** bilingual students was pre- and post-tested using the Spanish IPT Oral. The analysis for the pretest indicated that 3 (1%) students were non-Spanish speakers (NSS), 4 (1%) were limited Spanish speakers (LSS), and 313 (98%) were fluent Spanish speakers (FSS).

The analysis of the Spanish IPT Oral post-test for the **non-Spanish speakers** showed that the three students remained in the same category. For the **limited Spanish speakers**, it was found that 100% of the students became fluent Spanish speakers.

It was concluded that in the post-test the number of limited Spanish speakers reduced to 0%, and the number of fluent Spanish speakers was 1% more than that of the pretest.

Figure 12: Distribution of 1996-97 Pre- Post-test of **Spanish** IPT Oral for **High** School Students

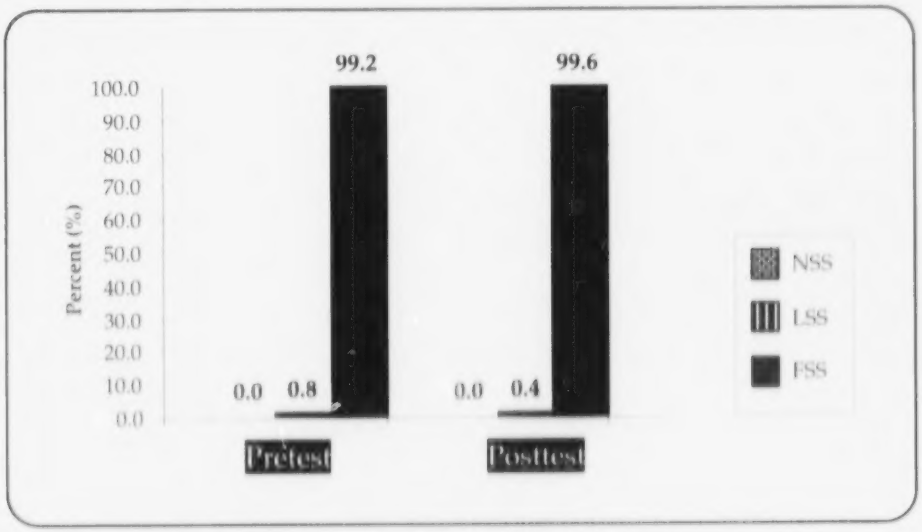

Table 18: Distribution of 1996-97 Pre- Post-test of **Spanish** IPT Oral for **High** School Students

High School **BOP-- Pretest**

BOPP-- Posttest	NSS	LSS	FSS	TOTAL
NSS	0 (0%)	0 (0%)	0 (0%)	**0 (0%)**
LSS	0 (0%)	1 (50%)	1 (50%)	**2 (0.78%)**
FSS	0 (0%)	0 (0%)	254 (100%)	**254 (99.22%)**
TOTAL	**0 (0%)**	**1 (0.39%)**	**255 (99.61%)**	**256 (100%)**

The Spanish oral proficiency of 256 **high school** bilingual students was pre- and post-tested using the Spanish IPT Oral. The analysis for the pretest indicated that 2 (1%) students were limited Spanish speakers (LSS), and the rest were fluent Spanish speakers (FSS). . The analysis concluded that one of the two limited Spanish speakers became a fluent Spanish speaker which left only one limited Spanish speakers at the end of the school year.

Figure 13: Distribution of 1996-97 Pre- Post-test of **Spanish** IPT Oral for Students Participating in a **6-Hour** Program

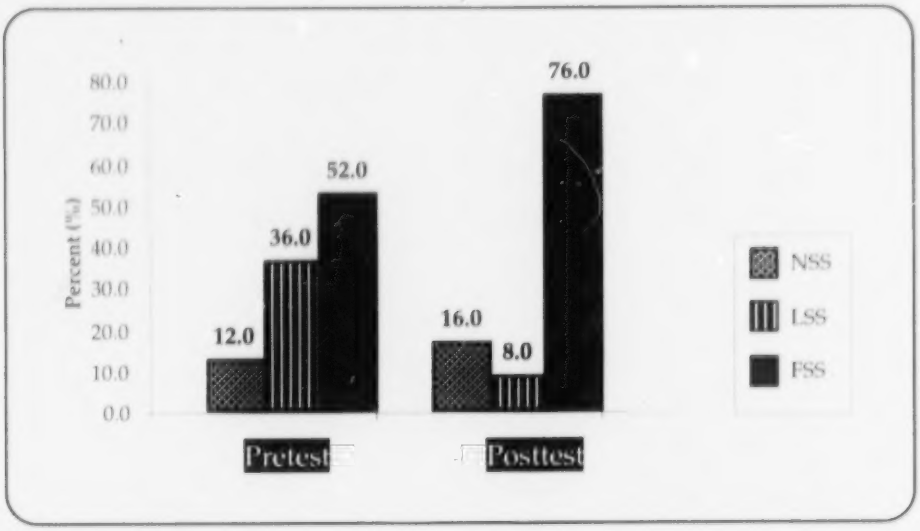

Table 19: Distribution of 1996-97 Pre- Post-test of **Spanish** IPT Oral for Students Participating in a **6-Hour** Program

Bilingual 6 hrs. **BOP-- Pretest**

BOPP-- Posttest	NSS	LSS	FSS	TOTAL
NSS	2 (66.67%)	0 (0%)	1 (33.33%)	**3 (12%)**
LSS	2 (22.22%)	2 (22.22%)	5 (55.56%)	**9 (36%)**
FSS	0 (0%)	0 (0%)	13 (100%)	**13 (52%)**
TOTAL	**4 (16%)**	**2 (8%)**	**19 (76%)**	**25 (100%)**

Out of the district's 2, 129 bilingual students, 25 received services in a **6-hour** or two-way immersion program. All students were pre- and post-tested using the Spanish IPT Oral. The analysis for the pretest indicated 3 (12%) students were non-Spanish speakers (NSS), 9 (36%) were limited Spanish speakers (LSS), and 13 (52%) were fluent Spanish speakers (FSS).

The analysis of the Spanish IPT Oral post-test for the **non-Spanish speakers** showed that out of 3 students, 1 (33%) became a fluent Spanish speaker. For the **limited Spanish speakers**, it was found that 5 (56%) students out of 9 became fluent Spanish speakers.

It was concluded that in the post-test the number of limited Spanish speakers was 28% lower than that of the pretest, while the number of fluent Spanish speakers was 24% higher than that found in the pretest.

Figure 14: Distribution of 1996-97 Pre- Post-test of **Spanish** IPT Oral for Students Participating in a **3-Hour** Program

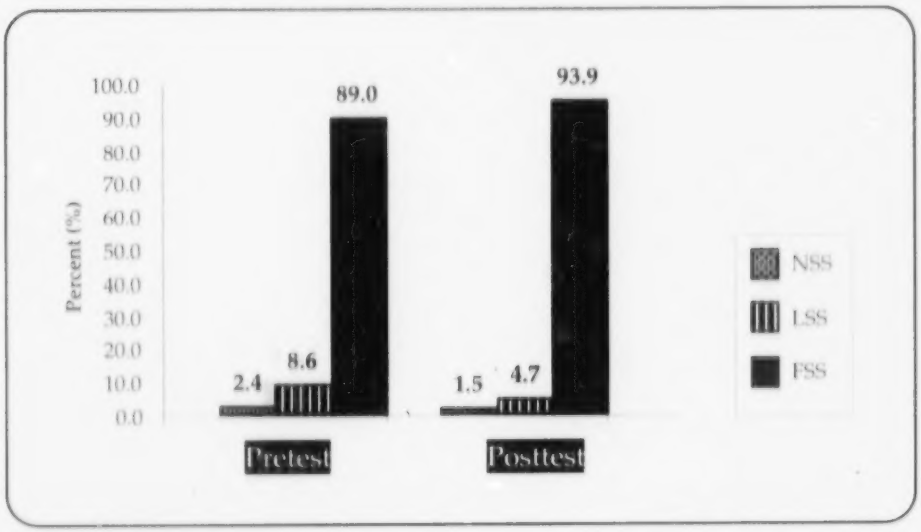

Table 20: Distribution of 1996-97 Pre- Post-test of **Spanish** IPT Oral for Students Participating in a **3-Hour** Program

Bilingual 3 hrs. **BOP-- Pretest**

BOPP-- Posttest	NSS	LSS	FSS	TOTAL
NSS	5 (38.46%)	4 (30.77%)	4 (30.77%)	**13 (2.42%)**
LSS	3 (6.52%)	21 (45.65%)	22 (47.83%)	**46 (8.57%)**
FSS	0 (0%)	0 (0%)	478 (100%)	**478 (89.01%)**
TOTAL	**8 (1.49%)**	**25 (4.66%)**	**504 (93.85%)**	**537 (100%)**

Out of the district's 2, 129 bilingual students, 537 received services in a **3-hour** program. All students were pre- and post-tested using the Spanish IPT Oral. The analysis for the pretest indicated 13 (3%) students were non-Spanish speakers (NSS), 46 (9%) were limited Spanish speakers (LSS), and 478 (89%) were fluent Spanish speakers (FSS).

The analysis of the Spanish IPT Oral post-test for the **non-Spanish speakers** showed that out of 13 students, 4 (31%) were limited Spanish speakers, and 4 (31%) were fluent Spanish speakers. For the **limited Spanish speakers**, it was found that 22 (48%) students out of 46 became fluent Spanish speakers.

. It was concluded that in the post-test the number of non-Spanish speakers was about the same as that of the pretest, while the number of limited Spanish speakers was 4% lower. However, the number of fluent Spanish speakers was 5% higher than that found in the pretest

Figure 15: Distribution of 1996-97 Pre- Post-test of **Spanish** IPT Oral for Students Participating in a **2-Hour** Program

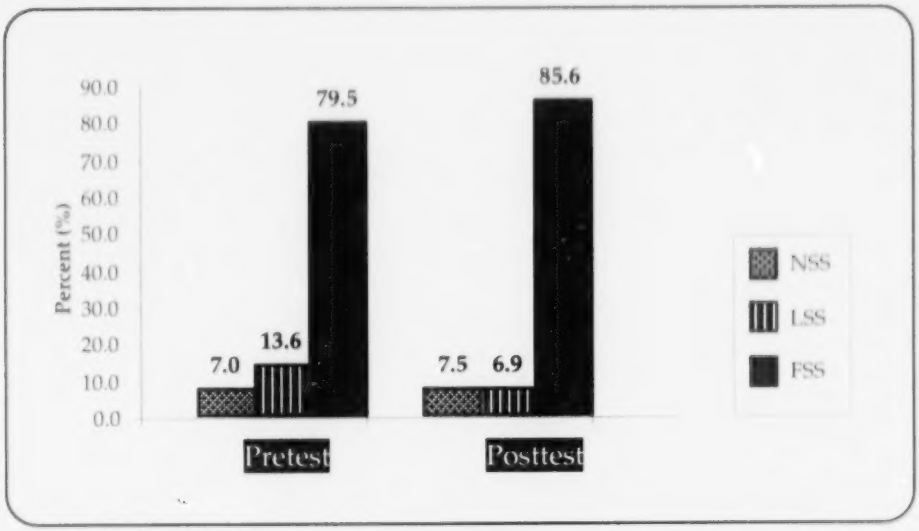

Table 21: Distribution of 1996-97 Pre- Post-test of **Spanish** IPT Oral for Students Participating in a **2-Hour** Program

Bilingual 2 hrs. **BOP-- Pretest**

BOPP-- Posttest	NSS	LSS	FSS	TOTAL
NSS	71 (68.27%)	21 (20.19%)	12 (11.54%)	**104 (6.96%)**
LSS	41 (20.20%)	82 (40.39%)	80 (39.41%)	**203 (13.59%)**
FSS	0 (0%)	0 (0%)	1187 (100%)	**1,187 (79.45%)**
TOTAL	**112 (7.5%)**	**103 (6.89%)**	**1,279 (85.61%)**	**1,494 (100%)**

Out of the district's 2, 129 bilingual students, 1,494 received services in a **2-hour** program. All students were pre- and post-tested using the Spanish IPT Oral. The analysis for the pretest indicated 104 (7%) students were non-Spanish speakers (NSS), 203 (14%) were limited Spanish speakers (LSS), and 1,187 (79%) were fluent Spanish speakers (FSS).

The analysis of the Spanish IPT Oral post-test for the **non-Spanish speakers** showed that out of 104 students, 21 (20%) were limited Spanish speakers, and 12 (12%) were fluent Spanish speakers. For the **limited Spanish speakers**, it was found that 80 (39%) students out of 203 became fluent Spanish speakers.

. It was concluded that in the post-test the number of non-Spanish speakers was about the same as that of the pretest, while the number of limited Spanish speakers was 7% lower. However, the number of fluent Spanish speakers was 7% higher than that found in the pretest.

Figure 16: Distribution of 1996-97 Pre- Post-test of **Spanish** IPT Oral for Students Participating in a **1-Hour** Program

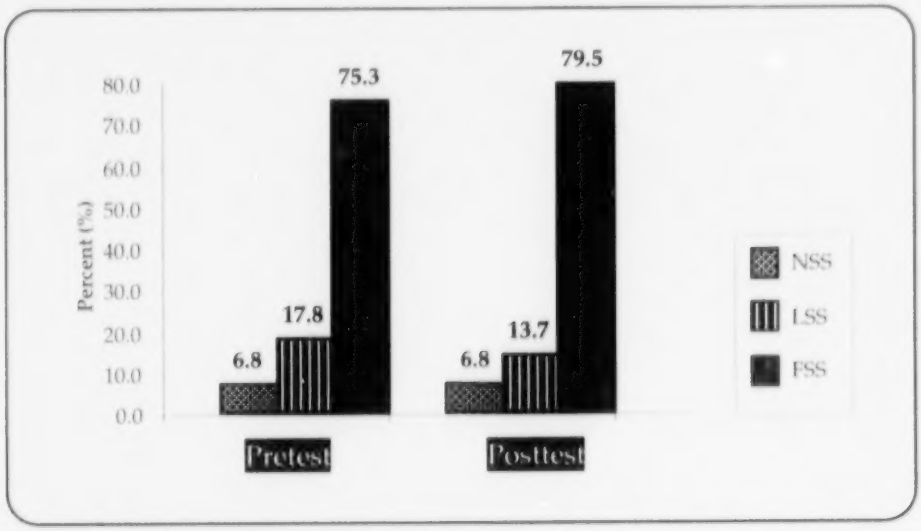

Table 22: Distribution of 1996-97 Pre- Post-test of **Spanish** IPT Oral for Students Participating in a **1-Hour** Program

Bilingual 1 hr. **BOP-- Pretest**

BOPP-- Posttest	NSS	LSS	FSS	TOTAL
NSS	3 (60%)	1 (20%)	1 (20%)	**5 (6.85%)**
LSS	2 (15.38%)	9 (69.23%)	2 (15.38%)	**13 (17.81%)**
FSS	0 (0%)	0 (0%)	55 (100%)	**55 (75.34%)**
TOTAL	**5 (6.85%)**	**10 (13.70%)**	**58 (79.45%)**	**73 (100%)**

Out of the district's 2, 129 bilingual students, 73 received services in a **1-hour** program. All students were pre- and post-tested using the Spanish IPT Oral. The analysis for the pretest indicated 5 (7%) students were non-Spanish speakers (NSS), 13 (18%) were limited Spanish speakers (LSS), and 55 (75%) were fluent Spanish speakers (FSS).

The analysis of the Spanish IPT Oral post-test for the **non-Spanish speakers** showed that out of 5 students, 1 (20%) was a limited Spanish speaker, and 1 (12%) became a fluent Spanish speaker. For the **limited Spanish speakers**, it was found that 2 (15%) students out of 13 became fluent Spanish speakers.

It was concluded that in the post-test the number of non-Spanish speakers was about the same as that of the pretest, while the number of limited Spanish speakers was 4% lower. However, the number of fluent Spanish speakers was 4% higher than that found in the pretest.

3.3 Pre- and Post-test LAU Ratings. The pre- and post-test LAU ratings are presented in three categories: pre- and post-test LAU ratings by overall district, pre- and post-test LAU ratings by levels (elementary, middle school and high school)) , and pre- and post-test LAU ratings by program hours in which the students participated (1-hour, 2-hour, 3-hour, and 6-hour).

Figure 17: Distribution of 1996-97 Pre- and Post-test LAU Ratings for **Overall District**

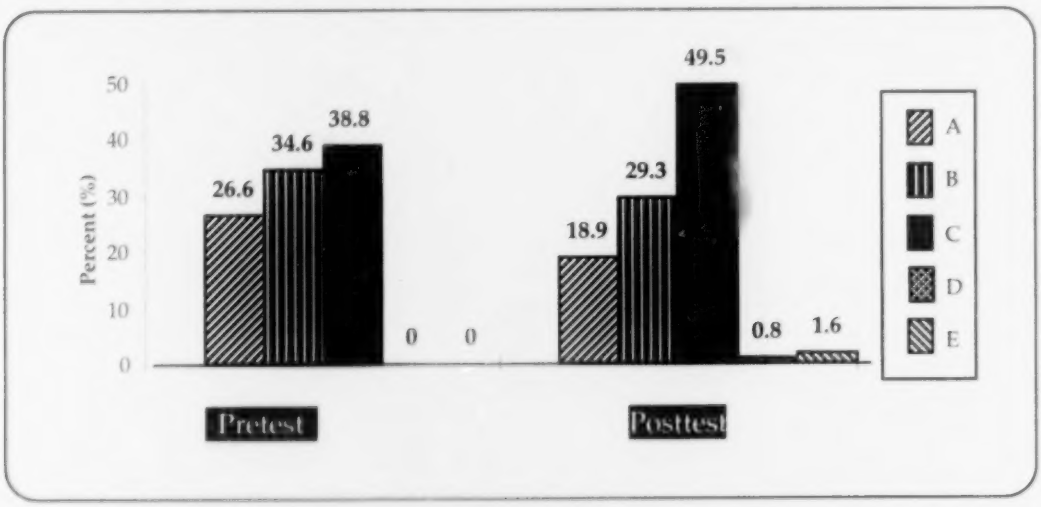

Table 23: Distribution of 1996-97 Pre- and Post-test LAU Ratings for **Overall District**

	LAU-Posttest					
LAU -Pretest	**A**	**B**	**C**	**D**	**E**	**TOTAL**
A	320 (56.54%)	201 (35.51%)	40 (7.07%)	3 (0.53%)	2 (0.35%)	**566 (26.59%)**
B	82 (11.14%)	423 (57.47%)	187 (25.41%)	13 (1.77%)	31(4.21%)	**736 (34.57%)**
C	0 (0%)	0 (0%)	827 (100%)	0 (0%)	0 (0%)	**827 (38.84%)**
D	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	**0 (0%)**
E	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	**0 (0%)**
TOTAL	**402 (18.88%)**	**624 (29.31%)**	**1054 (49.51%)**	**16 (0.75%)**	**33 (1.55%)**	**2,129 (100%)**

In the 1996-97 school year, the oral language proficiency (English and Spanish) of 2,129 students receiving bilingual services was pre- and post-tested using the Idea Language Proficiency Tests (IPT Oral). In the pre-test, the analysis indicated that 566 students (27%) were rated as LAU A (Non-English speakers), 736 (35%) as LAU B (Partial speakers of English), and 827 (38%) as LAU C (Bilingual Students with academic needs).

The analysis of the IPT Oral post-test for the non-English speakers indicated that 201 (36%) students out of 566 became partial speakers of English, 40 (7%) became bilingual students with

academic needs, 3 (1%) became bilingual students who are achieving in the curriculum, and 2 (1%) became English monolingual students or lost their home language. The analysis for the partial speakers of English found that out of 736 students, 187 (25%) became bilingual students with academic needs, 13 (2%) were bilingual students who were achieving in the curriculum, and 31 (4%) became English monolingual students or lost their primary language.

. It was concluded that in the post-test the number of A LAU students (non-English speaking students) was 8% lower than that of the pretest and the number of B LAU students (students who are partial speakers of English) was 6% lower. However, the number of C LAU students (bilingual students with academic needs) was 11% more than that found in the pretest.

Figure 18: Distribution of 1996-97 Pre- and Post-test LAU Ratings for **Elementary** School Students

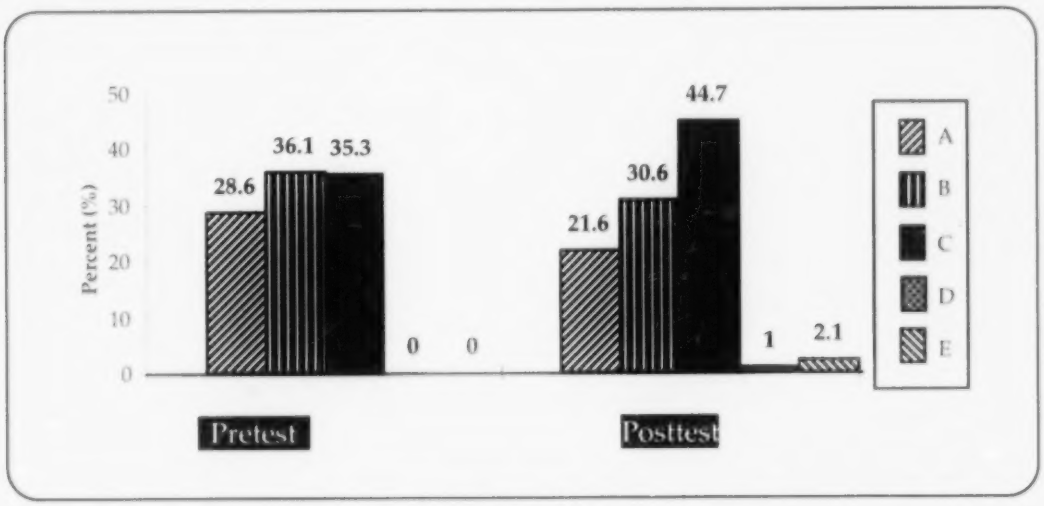

Table 24: Distribution of 1996-97 Pre- and Post-test LAU Ratings for **Elementary** School Students

	LAU-Posttest					
LAU -Pretest	**A**	**B**	**C**	**D**	**E**	**TOTAL**
A	259 (58.33%)	150 (33.78%)	30 (6.76%)	3 (0.68%)	2 (0.45%)	**444 (28.59%)**
B	76 (13.55%)	325 (57.93%)	116 (20.68%)	13 (2.32%)	31 (5.53%)	**561 (36.21%)**
C	0 (0%)	0 (0%)	548 (100%)	0 (0%)	0 (0%)	**548 (35.29%)**
D	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	**0 (0%)**
E	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	**0 (0%)**
TOTAL	**335 (21.57%)**	**475 (30.59%)**	**694 (44.69%)**	**16 (1.03%)**	**33 (2.12%)**	**1553 (100%)**

Out of the district's 2,129 students receiving bilingual education services, 1,553 were **elementary** school students. The results of the IPT Oral pre-test indicated that 444 (29%) students at

this level were rated as LAU A (Non-English speakers), 561 (36%) as LAU B (Partial speakers of English), and 548 (35%) as LAU C (Bilingual Students with academic needs).

The results of the IPT Oral post-test for the **non-English speakers** found that 150 (34%) students out of 444 became partial speakers of English, 30 (7%) became bilingual students with academic needs, 3 (1%) became bilingual students who are achieving in the curriculum, and 2 (1%) became English monolingual students or lost their primary language. The analysis for the **partial speakers of English** indicated that out of 561 students, 116 (21%) became bilingual students with academic needs, 13 (2%) were bilingual students who were achieving in the curriculum, and 31 (6%) became English monolingual students or lost their primary language.

It was concluded that in the post-test the number of A LAU students (non-English speaking students) was 7% lower than that of the pretest and the number of B LAU students (students who are partial speakers of English) was 6% lower. However, the number of C LAU students (bilingual students with academic needs) was 10% more than that found in the pretest.

Figure 19: Distribution of 1996-97 Pre- and Post-test LAU Ratings for **Middle** School Students

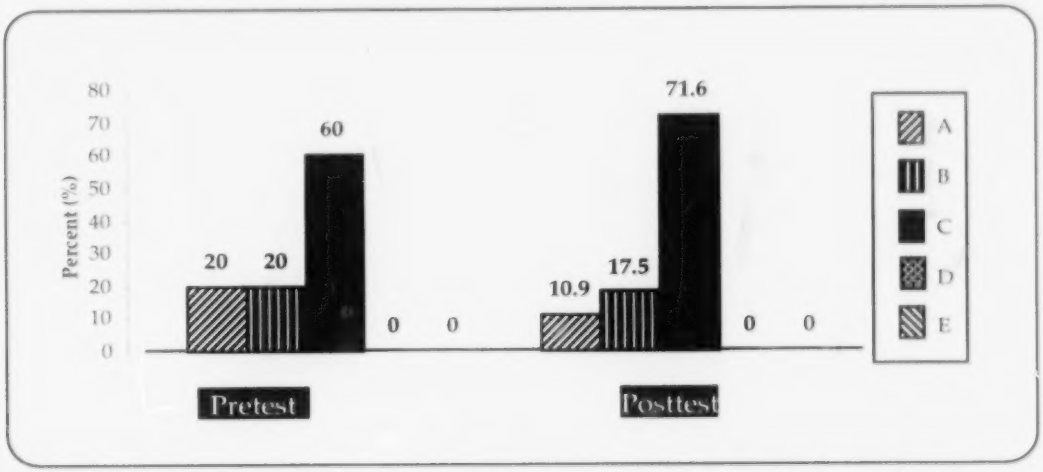

Table 25: Distribution of 1996-97 Pre- and Post-test LAU Ratings for **Middle** School Students

	LAU-Posttest					
LAU -Pretest	**A**	**B**	**C**	**D**	**E**	**TOTAL**
A	34(53.13%)	23(35.94%)	7(10.94%)	0(0%)	0(0%)	**64(20%)**
B	1(1.56%)	33(51.56%)	30(46.88%)	0(0%)	0(0%)	**64(20%)**
C	0(0%)	0(0%)	192(100%)	0(0%)	0(0%)	**192(60%)**
D	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	**0(0%)**
E	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	**0(0%)**
TOTAL	**35(10.94%)**	**56(17.50%)**	**229(71.56%)**	**0(0%)**	**0(0%)**	**320(100%)**

Out of the district's 2,129 students receiving bilingual education services, 320 were middle school students. The results from the IPT Oral pre-test indicated that 64 (20%) students were rated as LAU A (Non-English speakers), 64 (20%) as LAU B (Partial speakers of English), and 192 (60%) as LAU C (Bilingual Students with academic needs).

The results of the IPT Oral post-test for the non-English speakers found that out of 64 students, 23 (36%) became partial speakers of English, and 7 (11%) became bilingual students with academic needs. For the partial speakers of English, 30 (47%) students out of 64 became bilingual students with academic needs.

It was concluded that in the post-test the number of A LAU students (non-English speaking students) was 9% lower than that of the pretest and the number of B LAU students (students who are partial speakers of English) was 2% lower. However, the number of C LAU students (bilingual students with academic needs) was 12% more than that found in the pretest.

Figure 20: Distribution of 1996-97 Pre- and Post-test LAU Ratings for **High School** Students

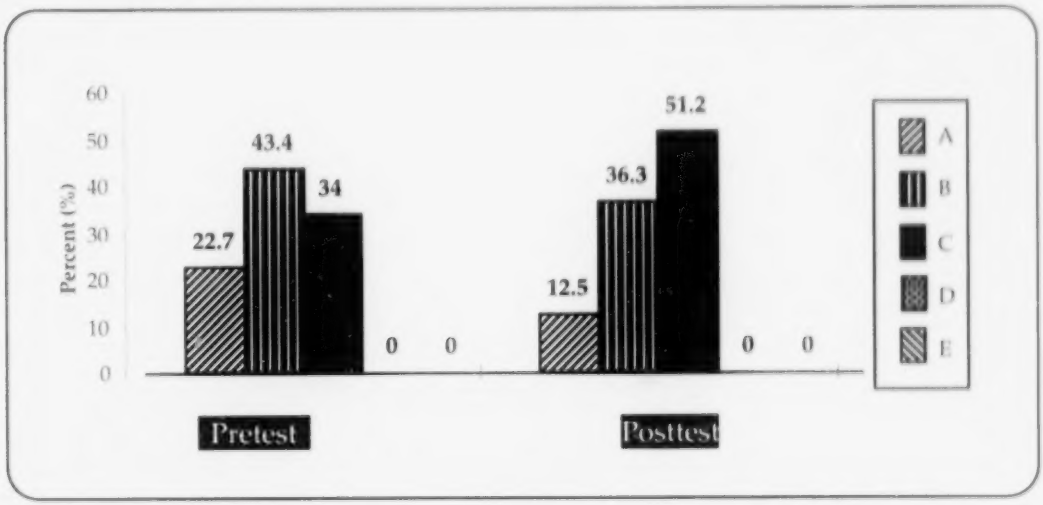

Table 26: Distribution of 1996-97 Pre- and Post-test LAU Ratings for **High** School Students

	LAU-Posttest					
LAU -Pretest	**A**	**B**	**C**	**D**	**E**	**TOTAL**
A	27 (46.55%)	28 (48.28%)	3 (5.17%)	0 (0%)	0 (0%)	**58 (22.66%)**
B	5 (4.50%)	65 (58.56%)	41 (36.94%	0 (0%)	0 (0%)	**111 (43.36%)**
C	0 (0%)	0 (0%)	87 (100%)	0 (0%)	0 (0%)	**87 (33.98%)**
D	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	**0 (0%)**
E	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	**0 (0%)**
TOTAL	**32 (12.50%)**	**93 (36.33%)**	**131 (51.17%)**	**0 (0%)**	**0 (0%)**	**256 (100%)**

Out of the district's 2,129 students participating in the bilingual education program, 256 were high school students. The results from the IPT Oral pre-test indicated that 58 (23%) students were rated as LAU A (Non-English speakers), 111 (43%) as LAU B (Partial speakers of English), and 87 (34%) as LAU C (Bilingual Students with academic needs).

The analysis of the IPT Oral post-test for the non-English speakers showed that out of 58 students, 28 (48%) became partial speakers of English, and 3 (5%) became bilingual students with academic needs. For the partial speakers of English, it was found that 41 (37%) students out of 111 became bilingual students with academic needs.

. It was concluded that in the post-test the number of A LAU students (non-English speaking students) was 10% lower than that of the pretest, and the number of B LAU students (students who are partial speakers of English) was 7% lower. However, the number of C LAU students (students with academic needs) was 17% more than that found in the pretest.

Figure 21: Distribution of 1996-97 Pre- and Post-test LAU Ratings for Students Participating in a **6-Hour** Program

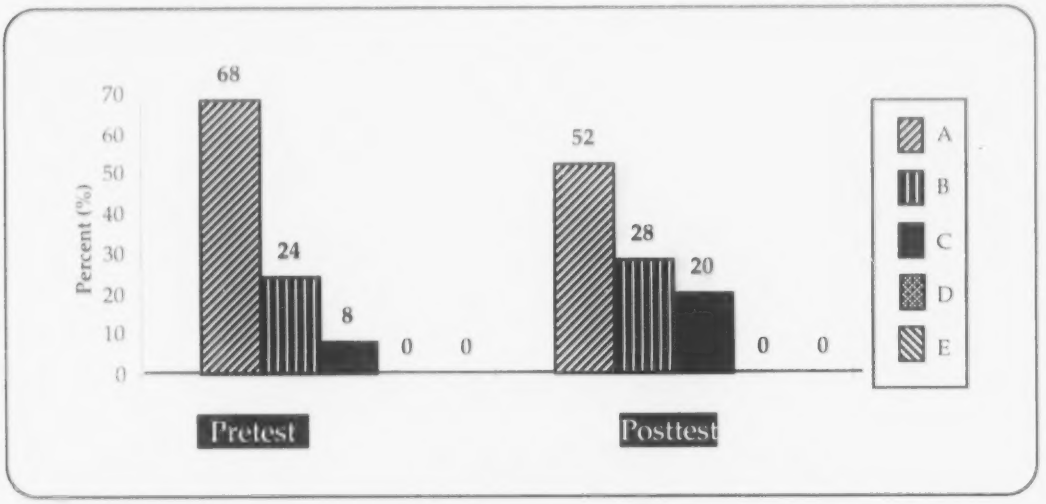

Table 27: Distribution of 1996-97 Pre- and Post-test LAU Ratings for Students Participating in a **6-Hour** Program

	LAU-Posttest					
LAU -Pretest	**A**	**B**	**C**	**D**	**E**	**TOTAL**
A	12 (70.59%)	4 (23.53%)	1 (5.88%0	0 (0%)	0 (0%)	**17 (68%)**
B	1 (16.67%)	3 (50%)	2 (33.33%)	0 (0%)	0 (0%)	**6 (24%)**
C	0 (0%)	0 (0%)	2(100%)	0 (0%)	0 (0%)	**2 (8%)**
D	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	**0 (0%)**
E	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	**0 (0%)**
TOTAL	**13 (52%)**	**7 (28%)**	**5 (20%)**	**0 (0%)**	**0 (0%)**	**25 (100%)**

Out of the district's 2,129 bilingual students, 25 participated in a 6-hour or two-way immersion program in an elementary school. The results from the IPT Oral pre-test indicated that 17 (68%) students were rated as LAU A (Non-English speakers), 6 (24%) as LAU B (Partial speakers of English), and 2 (8%) as LAU C (Bilingual Students with academic needs).

The analysis of the IPT Oral post-test for the non-English speakers showed that out of 17 students, 4 (24%) became partial speakers of English, and 1 (6%) became bilingual students with academic needs. For the partial speakers of English, it was found that 2 (33%) students out of 6 became bilingual students with academic needs.

It was concluded that in the post-test the number of A LAU students was 16% lower than that of the pretest, but the number of B LAU and C LAU students was 4% and 12% more than that found in the pretest respectively.

Figure 22: Distribution of 1996-97 Pre- and Post-test LAU Ratings for Students Participating in a **3-Hour** Program

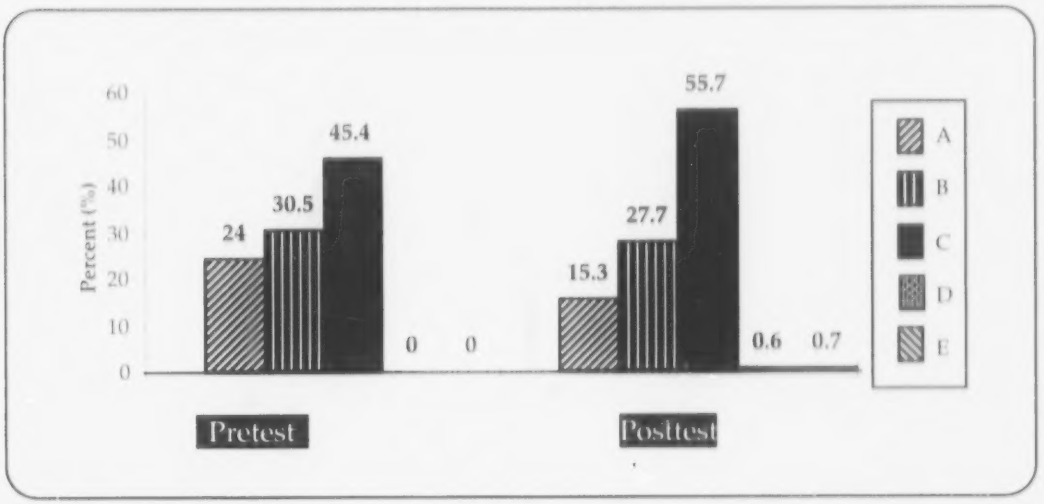

Table 28: Distribution of 1996-97 Pre- and Post-test LAU Ratings for Students Participating in a **3-Hour** Program

	LAU-Posttest					
LAU -Pretest	**A**	**B**	**C**	**D**	**E**	**TOTAL**
A	71 (55.04%)	48 (37.21%)	8 (6.20%)	0 (0%)	2 (1.55%)	**129 (24.02%)**
B	11 (6.71%)	101 (61.59%)	47 (28.66%)	3 (1.83%)	2 (1.22%)	**164 (30.53%)**
C	0 (0%)	0 (0%)	244 (100%)	0 (0%)	0 (0%)	**244 (45.44%)**
D	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	**0 (0%)**
E	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	**0 (0%)**
TOTAL	**82 (15.27%)**	**149 (27.75%**	**299 (55.68%)**	**3 (0.56%)**	**4 (0.74%0**	**537 (100%)**

Out of the district's 2,129 bilingual students, 537 participated in a 3-hour program. The results from the IPT Oral pre-test indicated that 129 (24%) students were rated as LAU A (Non-English speakers), 164 (31%) as LAU B (Partial speakers of English), and 244 (45%) as LAU C (Bilingual Students with academic needs).

The analysis of the IPT Oral post-test for the non-English speakers showed that out of 129 students, 48 (37%) became partial speakers of English, 8 (6%) became bilingual students with academic needs, and 2(2%) lost their home language. For the partial speakers of English, it was found that 47 (29%) students out of 164 became bilingual students with academic needs, 3 (2%) were bilingual students achieving in the curriculum, and 2(1%) lost their home language or became English monolingual students. It was concluded that in the post-test the number of A LAU students was 9% lower than that of the pretest, and the number of B LAU students was 3% lower. However, the number of C LAU students was 11% more than that found in the pretest.

Figure 23: Distribution of 1996-97 Pre- and Post-test LAU Ratings for Students Participating in a **2-Hour** Program

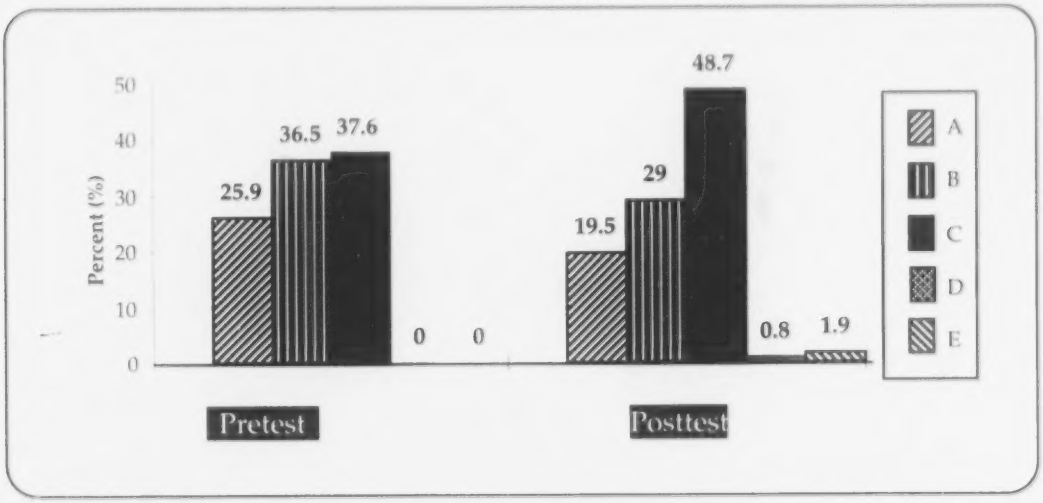

Table 29: Distribution of 1996-97 Pre- and Post-test LAU Ratings for Students Participating in a **2-Hour** Program

	LAU-Posttest					
LAU -Pretest	**A**	**B**	**C**	**D**	**E**	**TOTAL**
A	222 (57.36%)	132 (34.11%)	30 (7.75%)	3(0.78%)	0 (0%)	**387 (25.90%)**
B	69 (12.66%)	302 (55.41%)	136 (24.95%)	9(1.65%)	29 (5.32%)	**545 (36.48%)**
C	0 (0%)	0 (0%)	562 (100%)	0()%)	0 (0%)	**562 (37.62%)**
D	0 (0%)	0 (0%)	0 (0%)	0(0%)	0 (0%)	**(0%)**
E	0 (0%)	0 (0%)	0 (0%)	0(0%)	0 (0%)	**0 (0%)**
TOTAL	**291 (19.48%)**	**434 (29.05)**	**728 (48.73%)**	**12 (0.80%)**	**29 (1.94%)**	**1494 (100%)**

Out of the district's 2,129 bilingual students, 1,494 participated in a **2-hour program**. The results from the IPT Oral pre-test indicated that 387 (26%) students were rated as LAU A (Non-English speakers), 545 (36%) as LAU B (Partial speakers of English), and 562 (38%) as LAU C (Bilingual Students with academic needs).

The analysis of the IPT Oral post-test for the non-English speakers showed that out of 387 students, 132 (34%) became partial speakers of English, 30 (8%) became bilingual students with academic needs, and 3 (1%) were bilingual students who were achieving in the curriculum . For the partial speakers of English, it was found that 136 (25%) students out of 545 became bilingual students with academic needs, 9 (2%) were bilingual students achieving in the curriculum, and 29 (5%) lost their home language or became English monolingual students.

It was concluded that in the post-test the number of A LAU students was 7% lower than that of the pretest, and the number of B LAU students was 7% lower. However, the number of C LAU students was 11% more than that found in the pretest.

Figure 24: Distribution of 1996-97 Pre- and Post-test LAU Ratings for Students Participating in a **1-Hour** Program

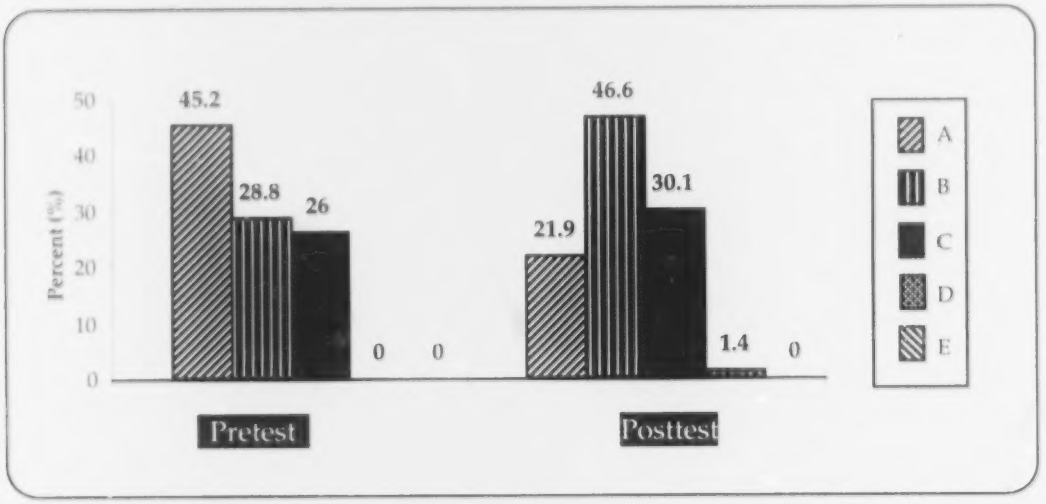

Table 30: Distribution of 1996-97 Pre- and Post-test LAU Ratings for Students Participating in a **1-Hour** Program

	LAU-Posttest					
LAU -Pretest	**A**	**B**	**C**	**D**	**E**	**TOTAL**
A	15 (45.45%)	17 (51.52%)	1 (3.03%)	0 (0%)	0 (0%)	**33 (45.21%)**
B	1 (4.76%)	17 (80.95%)	2 (9.52%)	1 (4.76%)	0 (0%)	**21 (28.77%)**
C	0 (0%)	0 (0%)	19 (100%)	0 (0%)	0 (0%)	**19 (26.03%)**
D	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	**0 (0%)**
E	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0(0%)	**0 (0%)**
TOTAL	**16 (21.92%)**	**34 (46.58%)**	**22 (30.14%)**	**1 (1.37%)**	**0 (0%)**	**73 (100%)**

Out of the district's 2,129 bilingual students, 73 participated in a **1-hour program**. The results from the IPT Oral pre-test indicated that 33 (45%) students were rated as LAU A (Non-English speakers), 21 (29%) as LAU B (Partial speakers of English), and 19 (26%) as LAU C (Bilingual Students with academic needs).

The analysis of the IPT Oral post-test for the non-English speakers showed that out of 33 students, 17 (52%) became partial speakers of English, and 1 (3%) became a bilingual student with academic needs. For the partial speakers of English, it was found that 2 (10%) students out of 21 became bilingual students with academic needs, and 1 (5%) became a bilingual student achieving in the curriculum.

It was concluded that in the post-test the number of A LAU students was 23% lower than that of the pretest, and the number of B LAU students was 18% lower. However, the number of C LAU students was 4% more than that found in the pretest.

4. REPORT ON IPT READING AND WRITING

This report consists of six parts. Part one and two are pre- and post-test results of the English IPT Reading and Writing. Part three summarizes the English literacy status. Part four and five presents pre- and post-test results of Spanish IPT Reading and Writing. The last part summarizes the Spanish literacy status.

4.1 Pre- and Post-test Results of ENGLISH IPT READING. The English reading proficiency of the bilingual students in grades 3-12 was pre- and post-tested using the IPT Reading. The results are presented by district, by levels (elementary, middle school and high school), and by number of hours in which the students participated (1-hour, 2-hour, and 3-hour).

Figure 25: Distribution of 1996-97 Pre- and Post-test English IPT Reading for Overall District

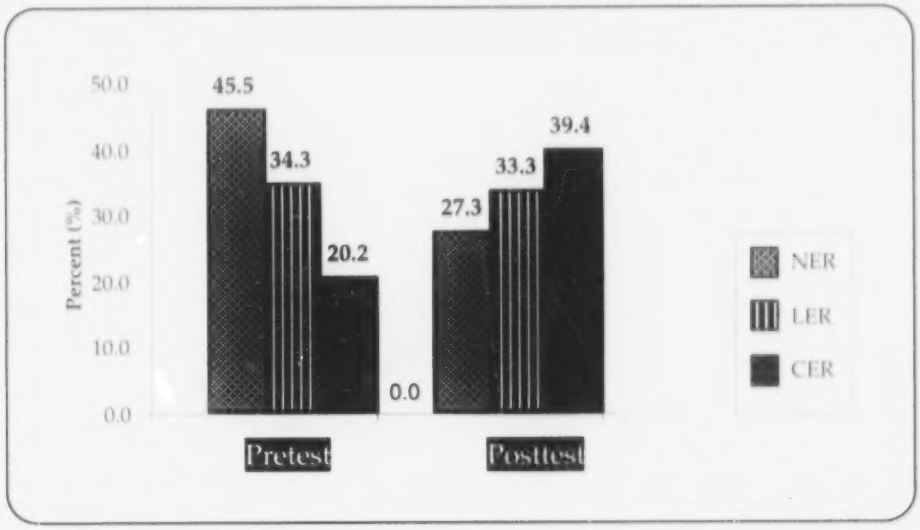

Table 31: Distribution of 1996-97 Pre- and Post-test English IPT Reading for Overall District

District BER-- Posttest

BERP--Pretest	NER	LER	CER	TOTAL
NER	220 (50.23%)	168 (38.36%)	50 (11.42%)	**438 (45.53%)**
LER	43 (13.03%)	152 (46.06%)	135 (40.91%)	**330 (34.30%)**
CER	0 (0%)	0 (0%)	194 (100%)	**194 (20.17%)**
TOTAL	**263 (27.34%)**	**320 (33.26%)**	**379 (39.40%)**	**962 (100%)**

In the 1996-97 school year, the English reading proficiency of 962 of the district's bilingual students in grades 3-12 was pre- and post-tested using the English IPT Reading. The analysis for

the pretest indicated that 436 (46%) were non-English readers (NER), 330 (34%) were limited English readers (LER), and 194 (20%) were competent English readers (CER).

The analysis of the IPT Reading post-test for the **non-English readers** found that 168 (38%) students out of 428 became limited English readers, and 50 (11%) became competent English readers. For the **limited English readers**, it was found that out of 330 students, 135 (41%) became competent English readers. The analysis concluded that the number of non-English readers in the post-test was 19% lower than that of the pretest, and the number of limited English readers was 1% lower. However, the number of competent English readers was 19% higher than that found in the pretest.

Figure 26: Distribution of 1996-97 Pre- and Post-test English IPT Reading for **Elementary** Students

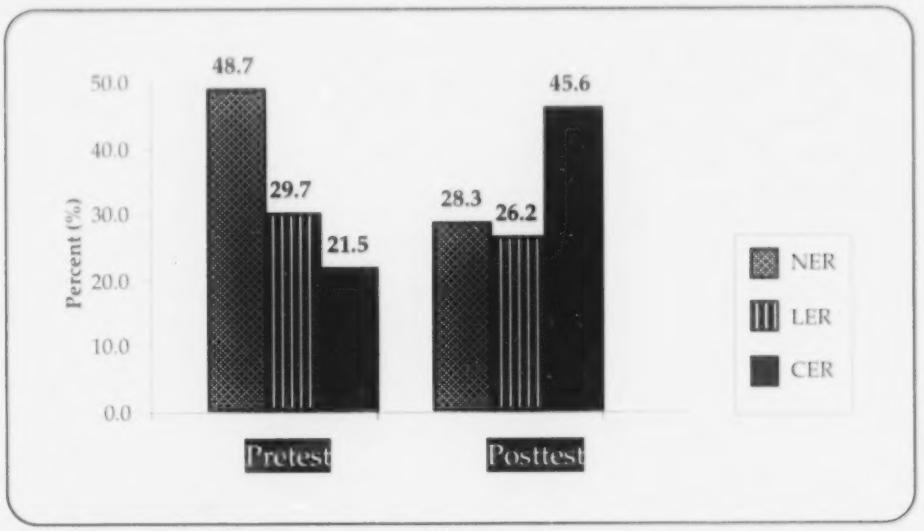

Table 32: Distribution of 1996-97 Pre- and Post-test English IPT Reading for **Elementary** School Students

Elementary **BER-- Posttest**

BERP--Pretest	NER	LER	CER	TOTAL
NER	115 (49.78%)	79 (34.20%)	37 (16.02%)	**231 (48.73%)**
LER	19 (13.48%)	45 (31.91%)	77 (54.61%)	**141 (29.75%)**
CER	0 (0%)	0 (0%)	102 (100%)	**102 (21.52%)**
TOTAL	**134 (28.27%)**	**124 (26.16%)**	**216 (45.57%)**	**474 (100%)**

In the 1996-97 school year, the English reading proficiency of 474 **elementary** students in grades 3-5 was pre- and post-tested using the English IPT Reading 1B. The analysis for the

pretest indicated that 231 (49%) were non-English readers (NER), 141 (30%) were limited English readers (LER) and 102 (22%) were competent English readers (CER).

The analysis of the IPT Reading post-test for the **non-English readers** found that 79 (34%) students out of 231 became limited English readers, and 37 (16%) became competent English readers. For the **limited English readers**, it was found that out of 141 students, 77 (55%) became competent English readers. It was concluded that the number of non-English readers in the elementary program was 21% lower than that found in the pretest, and the number of limited English readers was 4% lower. However, the number of competent readers was 24% higher than that found in the pretest.

Figure 27: Distribution of 1996-97 Pre- and Post-test English IPT Reading for **Middle** School Students

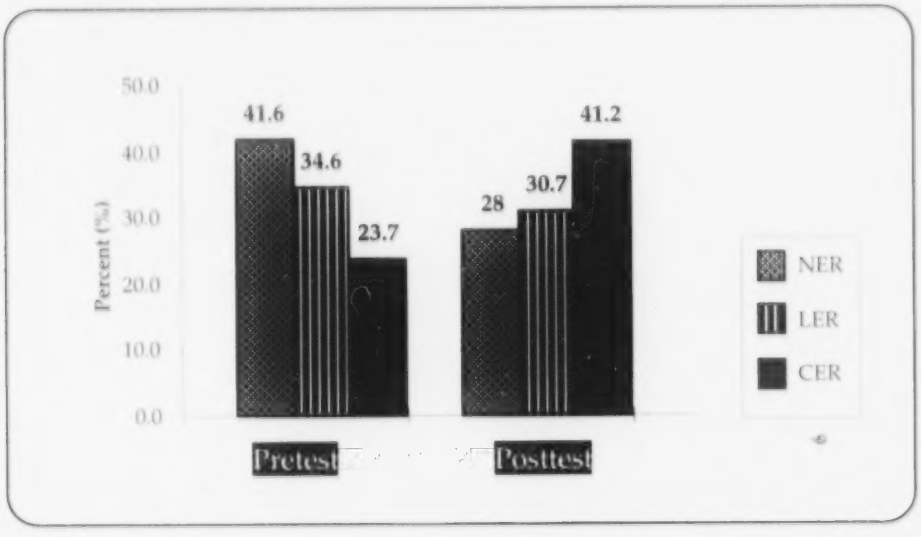

Table 33: Distribution of 1996-97 Pre- and Post-test English IPT Reading for **Middle** School Students

Middle School **BER-- Posttest**

BERP--Pretest	NER	LER	CER	TOTAL
NER	57 (53.27%)	42 (39.25%)	8 (7.48%)	**107 (41.63%)**
LER	15 (16.85%)	37 (41.57%)	37 (41.57%)	**89 (34.63%)**
CER	0 (0%)	0 (0%)	61 (100%)	**61 (23.74%)**
TOTAL	**72 (28.02%)**	**79 (30.74%)**	**106 (41.25%)**	**257 (100%)**

In the 1996-97 school year, 320 **middle school** students (grades 6-8) received bilingual services. Of these, 257 students' reading proficiency was pre- and post-tested by the IPT Reading

(6th grade students were given IPT 1B; 7th-8th grade students were given IPT 3B.) The analysis for the pretest indicated that 107 (42%) were non-English readers (NER), 89 (35%) were limited English readers (LER), and 61 (24%) were competent English readers (CER).

The analysis of the IPT Reading post-test for the **non-English readers** found that 42 (39%) students out of 107 became limited English readers, and 8 (7%) became competent English readers. For the **limited English readers**, it was found that out of 89 students, 37 (42%) became competent English readers. The analysis concluded that the number of non-English readers in the middle school program was 14% lower than that found in the pretest, and the number of limited English readers was 4% lower. However, the number of competent English readers was 17% higher than that found in the pretest.

Figure 28: Distribution of 1996-97 Pre- and Post-test English IPT Reading for **High** School Students

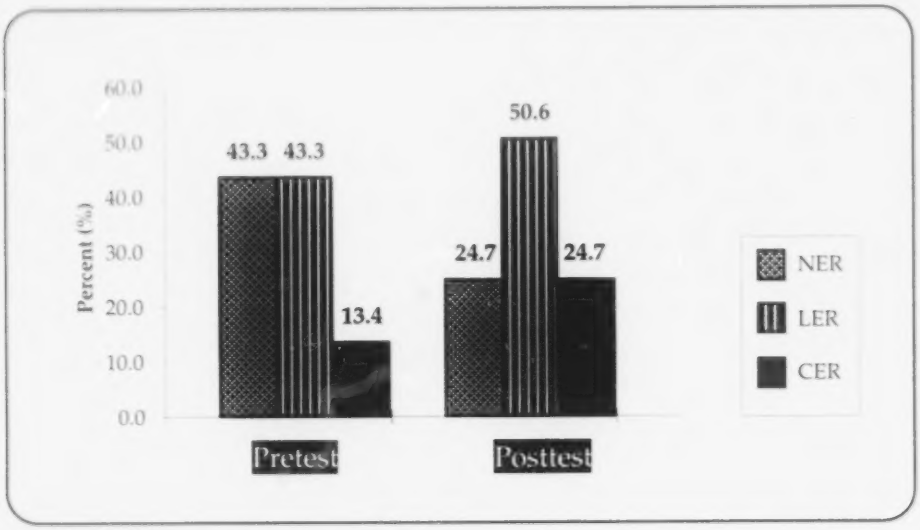

Table 34: Distribution of 1996-97 Pre- and Post-test English IPT Reading for **High** School Students

High School **BER-- Posttest**

BERP--Pretest	NER	LER	CER	TOTAL
NER	48 (48%)	47 (47%)	5 (5%)	100 (43.29%)
LER	9 (9%)	70 (70%)	21 (21.00%)	100 (43.29%)
CER	0 (0%)	0 (0%)	31 (100%)	31 (13.42%)
TOTAL	57 (24.68%)	117 (50.65%)	57(24.68%)	231 (100%)

In the 1996-97 school year, 256 **high school** students (grades 9-12) received bilingual services. Of these, 231 students' reading proficiencies was pre- and post-tested by the IPT Reading 3B. The analysis for the pretest indicated that 100 (43%) were non-English readers (NER), 100 (43%) were limited English readers (LER), and 31 (13%) were competent English readers (CER).

The analysis of the IPT Reading post-test for the **non-English readers** found that 47 (47%) students out of 100 became limited English readers, and 5 (5%) became competent English readers. For the **limited English readers**, it was found that out of 100 students, 21 (21%) became competent English readers. The analysis concluded that the number of non-English readers in the high school program was 18% lower than that found in the pretest, while the number of limited English readers and competent readers was 8% and 12% higher than that found in the pre-test respectively.

Figure 29: Distribution of 1996-97 Pre- and Post-test English IPT Reading for Students Participating in a **3-Hour** Program

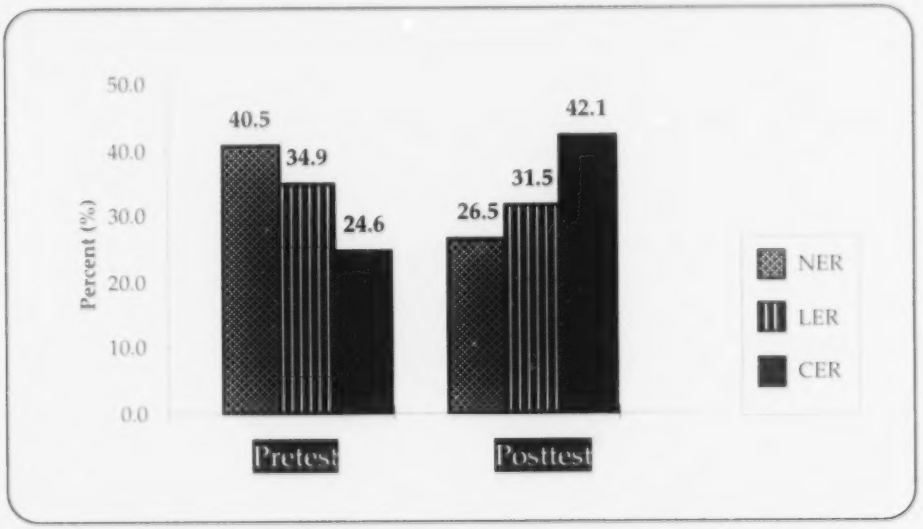

Table 35: Distribution of 1996-97 Pre- and Post-test English IPT Reading for Students Participating in a **3-Hour** Program

BL 3 hrs. **BER-- Posttest**

BERP--Pretest	NER	LER	CER	TOTAL
NER	80 (52.29%)	59 (38.56%)	14 (9.15%0	**153 (40.48%)**
LER	20 (15.15%)	60 (45.45%)	52 (39.39%)	**132 (34.92%)**
CER	0 (0%)	0 (0%)	93 (100%)	**93 (24.60%)**
TOTAL	**100 (26.46%)**	**119 (31.48%)**	**159 (42.06%)**	**378 (100%)**

In the 1996-97 school year, the English reading proficiency of 378 students (grades 3-12) in a **3-hour** bilingual education program was pre- and post-tested by the IPT Reading. The analysis for the pretest indicated that 153 (40%) of these students were non-English readers (NER), 132 (35%) were limited English readers (LER), and 93 (25%) were competent English readers (CER).

The analysis of the IPT Reading post-test for the **non-English readers** found 59 (39%) students out of 153 became limited English readers, and 14 (9%) became competent English readers. For the **limited English readers**, it was found that out of 132 students, 52 (39%) became competent English readers. The analysis concluded that the number of non-English readers in the 3-hour program was 14% lower than that of the pretest, and the number of limited English readers was 4% lower. However, the number of competent English readers was 17% greater than that found the pretest.

Figure 30: Distribution of 1996-97 Pre- and Post-test English IPT Reading for Students Participating in a **2-Hour** Program

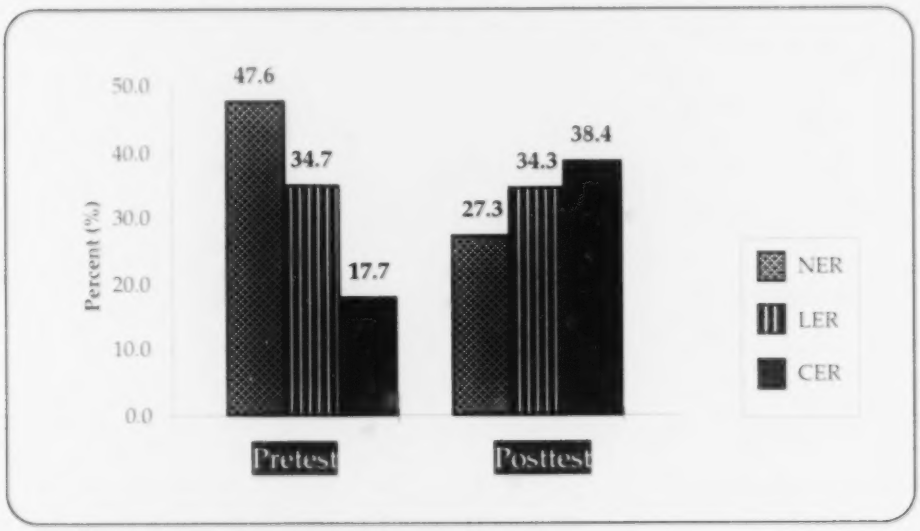

Table 36: Distribution of 1996-97 Pre- and Post-test English IPT Reading for Students Participating in a **2-Hour** Program

BL 2 hrs. **BER-- Posttest**

BERP--Pretest	NER	LER	CER	TOTAL
NER	133 (48.9%)	104 (38.24%)	35 (12.87%)	**272 (47.64%)**
LER	23 (11.62%)	92 (46.46%)	83 (41.92%0	**198 (34.68%)**
CER	0 (0%)	0 (0%)	101 (100%)	**101 (17.69%)**
TOTAL	**156 (27.32%)**	**196 (34.33%)**	**219 (38.35%)**	**571 (100%)**

The English reading proficiency of 571 students (grades 3-12) in a **2-hour** bilingual education program was pre- and post-tested by the IPT Reading. The analysis for the pretest indicated that 272 (47%) of these students were non-English readers (NER), 198 (35%) were limited English readers (LER), and 101 (18%) were competent English readers (CER).

The analysis of the IPT Reading post-test for the **non-English readers** found 104 (38%) students out of 272 became limited English readers, and 35 (13%) became competent English readers. For the **limited English readers**, it was found that out of 198 students, 83 (42%) became competent English readers. The analysis concluded that the number of non-English readers in the 2-hour program was 21% lower than that of the pretest. The number of limited English readers between pre- and post-test was about the same. However, the number of competent readers was 20% more than that of the pretest.

Figure 31: Distribution of 1996-97 Pre- and Post-test English IPT Reading for Students Participating in a **1-Hour** Program

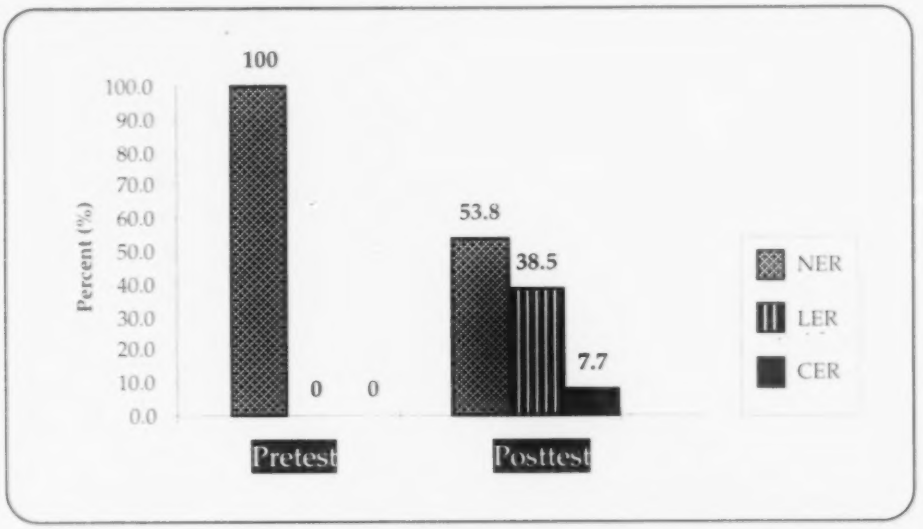

Table 37: Distribution of 1996-97 Pre- and Post-test English IPT Reading for Students Participating in a **1-Hour** Program

BL 1 hr. **BER-- Posttest**

BERP--Pretest	NER	LER	CER	TOTAL
NER	7 (53.85%)	5 (38.46%)	1 (7.69%)	13 (100%)
LER	0 (0%)	0 (0%)	0 (0%)	0 (0%)
CER	0 (0%)	0 (0%)	0 (0%)	0 (0%)
TOTAL	7 (53.85%)	5 (38.46%)	1 (7.69%)	13 (100%)

The English reading proficiency of 13 students (grades 3 and 5) in a **1-hour** bilingual education program was pre- and post-tested by the IPT Reading. The analysis for the pretest indicated that all of these students were non-English readers (NER). The analysis of the IPT Reading post-test for the **non-English readers** found that 5 (38%) students out of 13 became limited English readers, and 1 (8%) became a competent English reader.

4.2 Pre- and Post-test Results of ENGLISH IPT WRITING. The English writing proficiency of the bilingual students in grades 3-12 was pre- and post-tested using the IPT Writing. The results are presented by district, by levels (elementary, middle school and high school), and by number of hours in which the students participated (1-hour, 2-hour, 3-hour).

Figure 32: Distribution of 1996-97 Pre- and Post-test English IPT **Writing** for Overall District

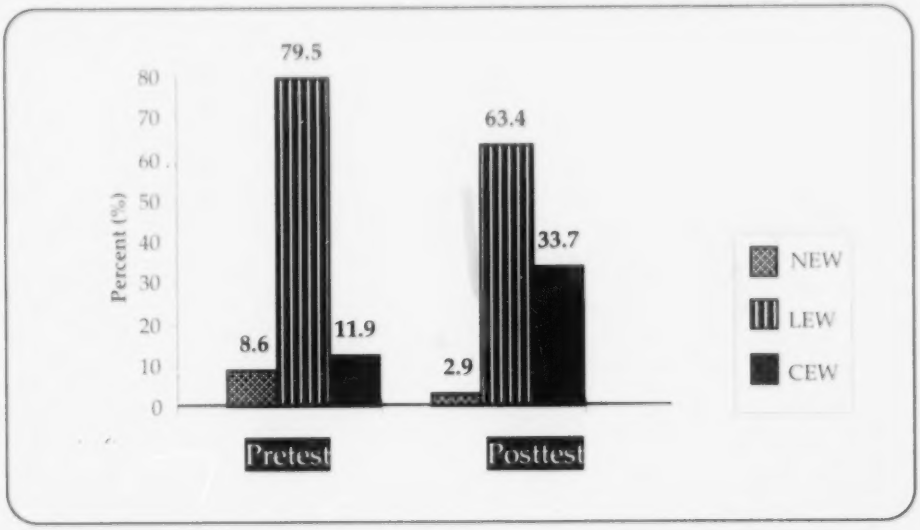

Table 38: Distribution of 1996-97 Pre- and Post-test English IPT **Writing** for Overall District

District **BEW-- Posttest**

BEWP--Pretest	NEW	LEW	CEW	TOTAL
NEW	13 (15.66%)	59 (71.08%)	11 (13.25%)	**83 (8.63%)**
LEW	15 (1.96%)	551 (72.03%)	199 (26.01%)	**765 (79.52%)**
CEW	0 (0%)	0 (0%)	114 (100%)	**114 (11.85%)**
TOTAL	**28 (2.91%)**	**610 (63.41%)**	**324 (33.68%)**	**962 (100%)**

In the 1996-97 school year, the English writing proficiency of 962 students in grades 3-12 was pre- and post-tested using the English IPT Writing. The analysis for the pretest indicated that 83 (9%) were non-English writers (NEW), 765 (80%) were limited English Writer (LEW), and 114 (12%) were competent English writers (CEW).

The analysis of the IPT Writing post-test for the **non-English writers** found that 59 (71%) students out of 83 became limited English writers, and 11 (13%) became competent English writers. For the **limited English writers**, it was found that out of 765 students, 199 (26%) became competent English writers.

The analysis concluded that the number of non-English writers was 6% lower than that of the pretest, and the number of limited English writers was 17% lower. However, the number of competent English writers was 22% more than that found in the pretest.

Figure 33: Distribution of 1996-97 Pre- and Post-test English IPT **Writing** for **Elementary** School Students

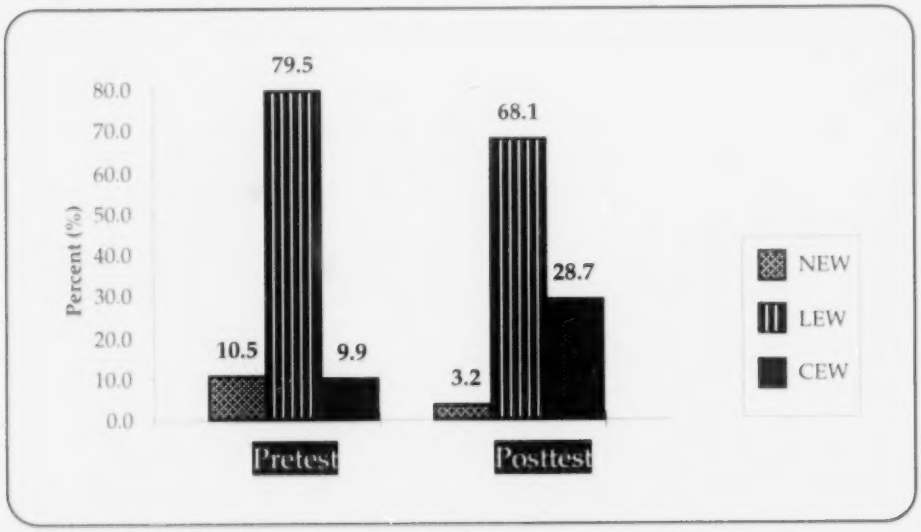

Table 39: Distribution of 1996-97 Pre- and Post-test English IPT **Writing** for **Elementary** School Students

ELEMENTARY **BEW-- Posttest**

BEWP--Pretest	NEW	LEW	CEW	TOTAL
NEW	9 (18%)	34 (68%)	7 (14%)	**50 (10.55%)**
LEW	6 (1.59%)	289 (76.66%)	82 (21.75%)	**377 (79.54%)**
CEW	0 (0%)	0 (0%)	47 (100%)	**47 (9.92%)**
TOTAL	**15 (3.16%)**	**323 (68.14%)**	**136 (28.69%)**	**474 (100%)**

In the 1996-97 school year, the English writing proficiency of 474 **elementary** students in grades 3-5 was pre- and post-tested using the English IPT Writing. The analysis for the pretest indicated that 50 (11%) were non-English writers (NEW), 377 (80%) were limited English writer (LEW), and 47 (10%) were competent English writers (CEW).

The analysis of the IPT Writing post-test for the **non-English writers** found that 34 (68%) students out of 50 became limited English writers, and 7 (14%) became competent English writer. For the **limited English writers**, it was found that out of 377 students, 82 (22%) became competent English writers. The analysis concluded that the number of non-English writers in the elementary program was 8% less than that found in the pretest, and the number of limited English writers was 12% lower. However, the number of competent English writers was 19% more than that found in the pretest.

Figure 34: Distribution of 1996-97 Pre- and Post-test English IPT **Writing** for **Middle** School Students

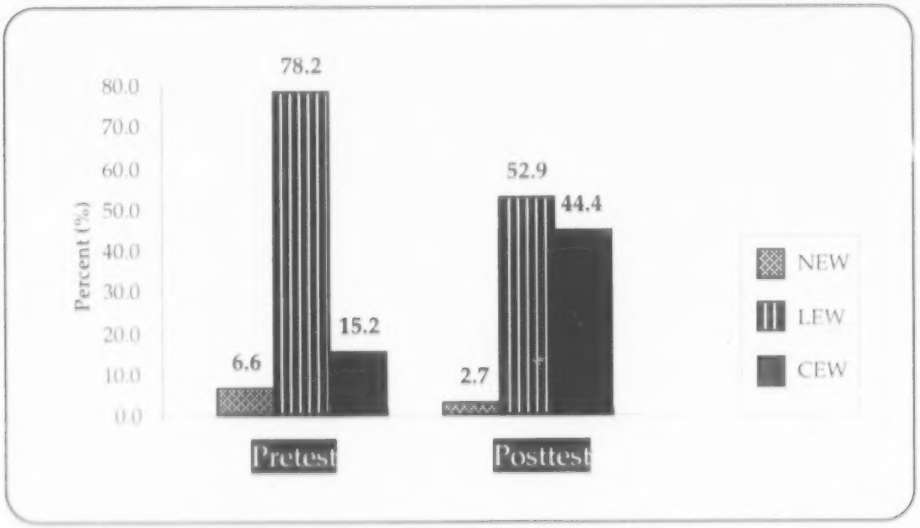

Table 40: Distribution of 1996-97 Pre- and Post-test English IPT **Writing** for **Middle** School Students

MIDDLE	BEW-- Posttest			
BEWP--Pretest	NEW	LEW	CEW	TOTAL
NEW	3 (17.65%)	10 (58.82%)	4 (23.53%)	**17 (6.61%)**
LEW	4 (1.99%)	126 (62.69%)	71 (35.32%)	**201 (78.21%)**
CEW	0 (0%)	0 (0%)	39 (100%)	**39 (15.18%)**
TOTAL	**7 (2.72%)**	**136 (52.92%)**	**114 (44.36%)**	**257 (100%)**

In the 1996-97 school year, 320 **middle school** students (grades 6-8) received bilingual services. Of these, 257 students' writing proficiencies were pre- and post-tested by the IPT Writing. The analysis for the pretest indicated that 17 (7%) were non-English writers (NEW), 201 (78%) were limited English writers (LEW), and 39 (15%) were competent writers (CEW).

The analysis of the IPT Writing post-test for the **non-English writers** found that 10 (59%) students out of 17 became limited English writers, and 4 (24%) became competent English writers. For the **limited English writers**, it was found that out of 201 students, 71 (35%) became competent English writers. The analysis concluded that the number of non-English writers in the middle school program was 4% lower than that found in the pretest, and the number of limited English writers was 25% lower. However, the number of competent English writers was 29% more than that found in the pretest.

Figure 35: Distribution of 1996-97 Pre- and Post-test English IPT **Writing** for **High** School Students

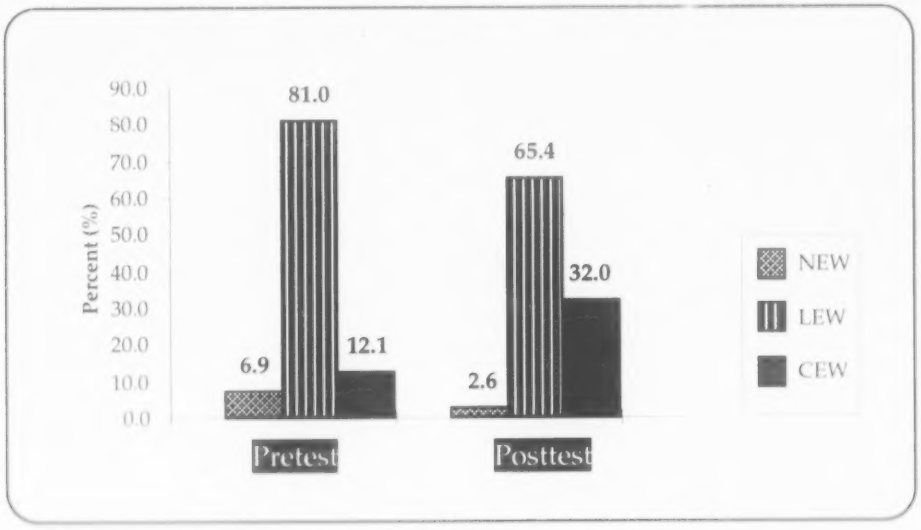

Table 41: Distribution of 1996-97 Pre- and Post-test English IPT **Writing** for **High** School Students

HIGH	BEW-- Posttest			
BEWP--Pretest	NEW	LEW	CEW	TOTAL
NEW	1 (6.25%)	15 (93.75%)	0 (0%)	**16 (6.93%)**
LEW	5 (2.67%)	136 (72.73%)	46 (24.60%)	**187 (80.95%)**
CEW	0 (0%)	0 (0%)	28 (100%)	**28 (12.12%)**
TOTAL	**6 (2.60%)**	**151 (65.37%)**	**74 (32.03%)**	**231 (100%)**

In the 1996-97 school year, 256 **high school** students (grades 9-12) received bilingual services. Of these, 231 students' writing proficiency was pre- and post-tested by the IPT Writing IPT 3B. The analysis for the pretest indicated that 16 (7%) were non-English writers (NEW), 187 (81%) were limited English writers (LEW), and 28 (12%) were competent writers (CEW).

The analysis of the IPT Writing post-test for the **non-English writers** found that 15 (94%) students out of 16 became limited English writers. For the **limited English writers**, it was found that out of 187 students, 46 (25%) became competent English writers. The analysis concluded that the number of non-English writers in the high school program was 4% lower than that was found in the pretest, and the number of limited English writers was 16% lower. However, the number of competent English writers was 20% greater than that found in the pretest.

Figure 36: Distribution of 1996-97 Pre- and Post-test English IPT **Writing** for Students Participating in a **3-Hour** Program

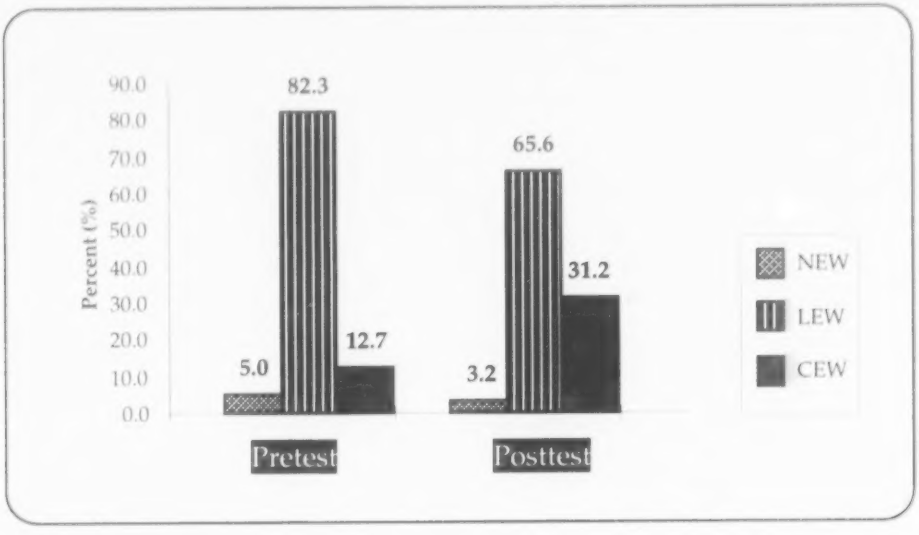

Table 42: Distribution of 1996-97 Pre- and Post-test English IPT **Writing** for Students Participating in a **3-Hour** Program

BL 3 hrs. **BEW-- Posttest**

BEWP--Pretest	NEW	LEW	CEW	TOTAL
NEW	3 (15.79%)	16 (84.21%)	0 (0%)	**19 (5.03%)**
LEW	9 (2.89%)	232(74.60%)	70 (22.51%)	**311 (82.28%)**
CEW	0 (0%)	0 (0%)	48 (100%)	**48 (12.70%)**
TOTAL	**12 (3.17%)**	**248 (65.61%)**	**118 (31.22%)**	**378 (100%)**

The English writing proficiency of 378 students (grades 3-12) participating in a **3-hour** bilingual education program was pre- and post-tested by the IPT Writing. The analysis for the pretest indicated that 19 (5%) of these students were non-English Writers (NEW), 311 (82%) were limited English Writers (LEW), and 48 (13%) were competent English Writers (CEW).

The analysis of the IPT Writing post-test for the **non-English Writers** found that 16 (84%) students out of 19 became limited English Writers. For the **limited English Writers**, it was found that out of 311 students, 70 (23%) became competent English Writers. The analysis indicated that the number of non-English writers in the 3-hour program was 2% lower than that found in the pretest, and the number of limited English writers was 16% lower, However, the number of competent English writers was 18% more than that found in the pretest.

Figure 37: Distribution of 1996-97 Pre- and Post-test English IPT **Writing** for Students Participating in a **2-Hour** Program

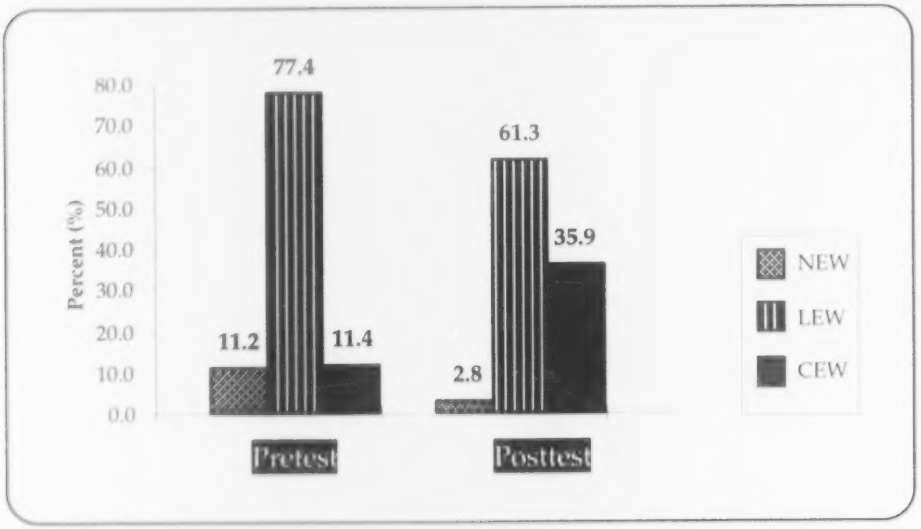

Table 43: Distribution of 1996-97 Pre- and Post-test English IPT **Writing** for Students Participating in a **2-Hour** Program

BL 2 hrs. **BEW-- Posttest**

BEWP--Pretest	NEW	LEW	CEW	TOTAL
NEW	10 (15.63%)	43 (67.19%)	11 (17.19%)	**64 (11.21%)**
LEW	6 (1.36%)	307 (69.46%)	129 (29.19%)	**442 (77.41%)**
CEW	0 (0%)	0 (0%)	65 (100%)	**65 (11.38%)**
TOTAL	**16 (2.80%)**	**350 (61.30%)**	**205 (35.90%)**	**571 (100%)**

The English writing proficiency of 571 students (grades 3-12) participating in a **2-hour** bilingual education program was pre- and post-tested by the IPT Writing. The analysis for the pretest indicated that 64 (11%) of these students were non-English Writers (NEW), 442 (77%) were limited English Writers (LEW), and 65 (11%) were competent English Writers (CEW).

The analysis of the IPT Writing post-test for the **non-English Writers** found that 43 (67%) students out of 64 became limited English Writers. For the **limited English Writers**, it

was found that out of 442 students, 129 (29%) became competent English Writers. The analysis concluded that the number of non-English writers in the 2-hour program was 8% lower than that found in the pretest, and the limited English writers was 16% lower, but the number of competent English writers was 25% higher than that found in the pretest.

Figure 38: Distribution of 1996-97 Pre- and Post-test English IPT **Writing** for Students Participating in a **1-Hour** Program

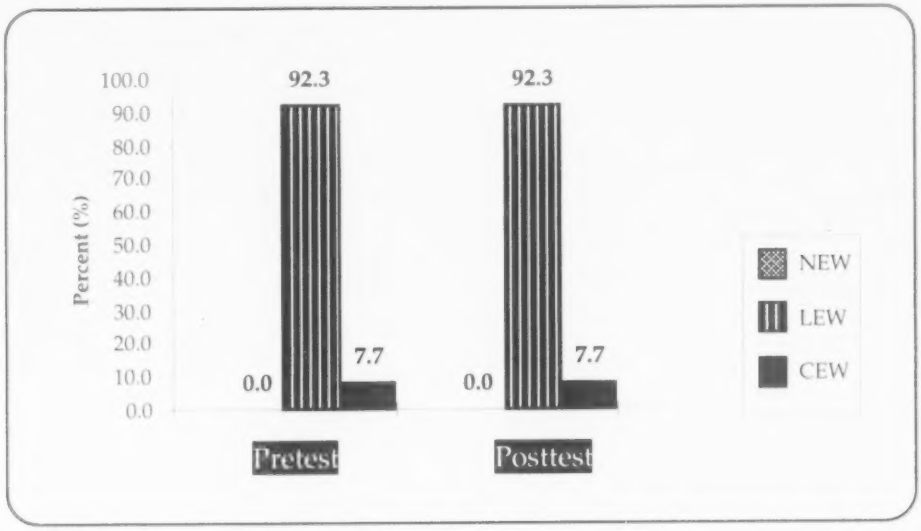

Table 44: Distribution of 1996-97 Pre- and Post-test English IPT **Writing** for Students Participating in a **1-Hour** Program

BL 1 hrs. **BEW-- Posttest**

BEWP--Pretest	NEW	LEW	CEW	TOTAL
NEW	0 (0%)	0 (0%)	0 (0%)	**0 (0%)**
LEW	0 (0%)	12 (92.31%)	0 (0%)	**12 (92.31%)**
CEW	0 (0%)	0 (0%)	1 (100%)	**1 (7.69%)**
TOTAL	0 (0%)	**12 (92.31%)**	**1 (7.69%)**	**13 (100%)**

The English writing proficiency of 13 elementary school students (grades 3 and 5) receiving bilingual services in a **1-hour** program was pre- and post-tested using the IPT Writing. The analysis for the pretest indicated that 12 (92%) of these students were non-English Writers (NEW), and 1 (8%) was a competent English Writer (CEW). The analysis of the IPT Writing post-test for the non-English Writers indicated that all students remained in the same category.

4.3 Pre- and Post-test Results of ENGLISH LITERACY STATUS. This section presents the English literacy status of grades 3-12 students as measured by the English IPT Reading and Writing. The literacy status derived from the IPT Reading and Writing scere of each

student. For example, the literacy status for a student who was tested as a competent English reader (CER) and a competent English writer (CEW) would be fluent English proficient (FEP), and the literacy status of a student who was tested as a limited English reader (LER) and a competent or limited English writer (CEW or LEW) would be limited English proficient (LEP). Please refer to Table 6, page 6 for more details. The results of the English literacy status are presented in three parts, by district, by levels (elementary, middle school and high school), and number of hours in which the students participated (1-hour, 2-hour and 3-hour).

Figure 39: Distribution of 1996-97 Pre- and Post-test English Literacy Status for Overall District

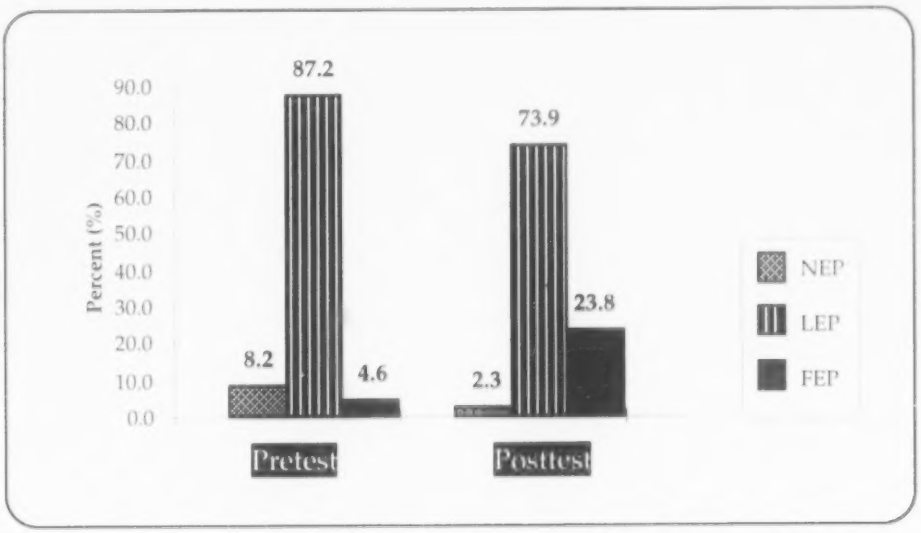

Table 45: Distribution of 1996-97 Pre- and Post-test English Literacy Status for Overall District

Overall District **POSTSTS** **POSTTEST**

PRESTS--Pretest	NEP	LEP	FEP	TOTAL
NEP	12 (15.19%)	64 (81.01%)	3 (3.80%)	**79 (8.21%)**
LEP	10 (1.19%)	647 (77.12%)	182 (21.69%)	**839 (87.21%)**
FEP	0 (0%)	0 (0%)	44 (100%)	**44 (4.57%)**
TOTAL	**22 (2.29%)**	**711 (73.91%)**	**229 (23.80%)**	**962 (100%)**

The English reading and writing proficiency of 962 students in grades 3-12 was pre- and post-tested using the IPT Reading and Writing. The results on the pretest indicated that 79 (8%) students were non-English proficient (NEP), 839 (87%) were limited English proficient (LEP), and 44 (5%) were fluent English proficient (FEP). In the post-test, the analysis on the **non-English proficient** students found that 64 (81%) out of 79 NEP students became limited English proficient, and 3 (4%) became fluent English proficient. For the **limited English**

proficient students it was found that 182 (22%) out of 839 LEP students became fluent English proficient.

It was concluded that the number of non-English proficient students (NEP) was 7% lower than that found in the pretest, and the number of limited English proficient (LEP) students was 13% lower. However, the number of fluent English proficient (FEP) students was 19% higher than that of the pretest.

Figure 40: Distribution of 1996-97 Pre- and Post-test English Literacy Status for **Elementary** Students

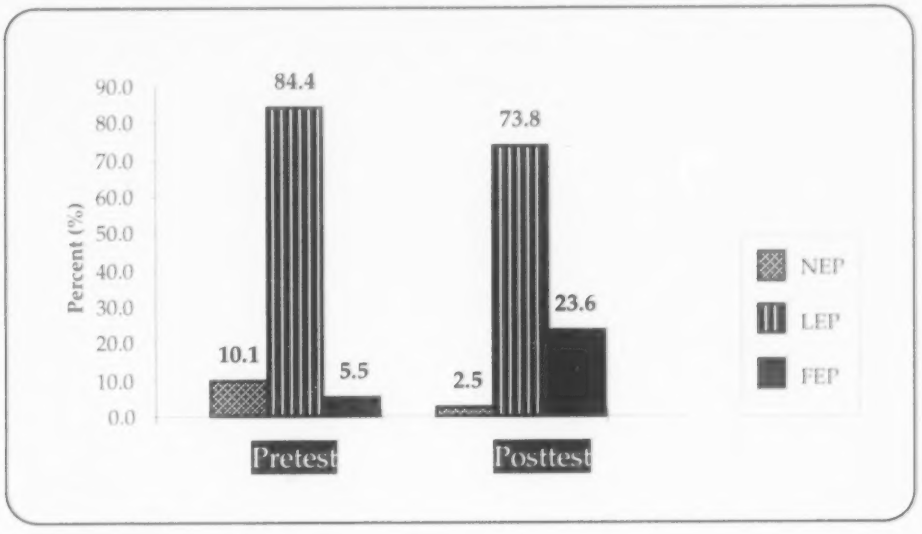

Table 46: Distribution of 1996-97 Pre- and Post-test English Literacy Status for **Elementary** Students

Elementary Level **POSTSTS--Posttest**

PRESTS--Pretest	NEP	LEP	FEP	TOTAL
NEP	8 (16.67%)	37 (77.08%)	3 (6.25%)	**48 (10.13%)**
LEP	4 (1%)	313 (78.25%)	83 (20.75%)	**400 (84.39%)**
FEP	0 (0%)	0 (0%)	26 (100%)	**26 (5.49%)**
TOTAL	**12 (2.53%)**	**350 (73.84%)**	**112 (23.63%)**	**474 (100%)**

In the 1996-97 school year, the reading and writing proficiency of 474 **elementary** students in grades 3-5 was pre- and post-tested using the IPT Reading and Writing. The results on the pretest indicated that 48 (10%) students were non-English proficient (NEP), 400 (84%) were limited English proficient (LEP), and 26 (5%) were fluent English proficient (FEP). In the post-test, the analysis on the **non-English proficient** students found that 37 (77%) out of 48 NEP

students became limited English proficient, and 3 (6%) became fluent English proficient. For the **limited English proficient** students it was found that 83 (21%) out of 400 LEP students became fluent English proficient.

It was concluded that the number of NEP students was 7% lower than that found in the pretest, and the number of LEP students was 10% lower. However, the number of FEP students was 19% higher than that of the pretest.

Figure 41: Distribution of 1996-97 Pre- and Post-test English Literacy Status for **Middle School** Students

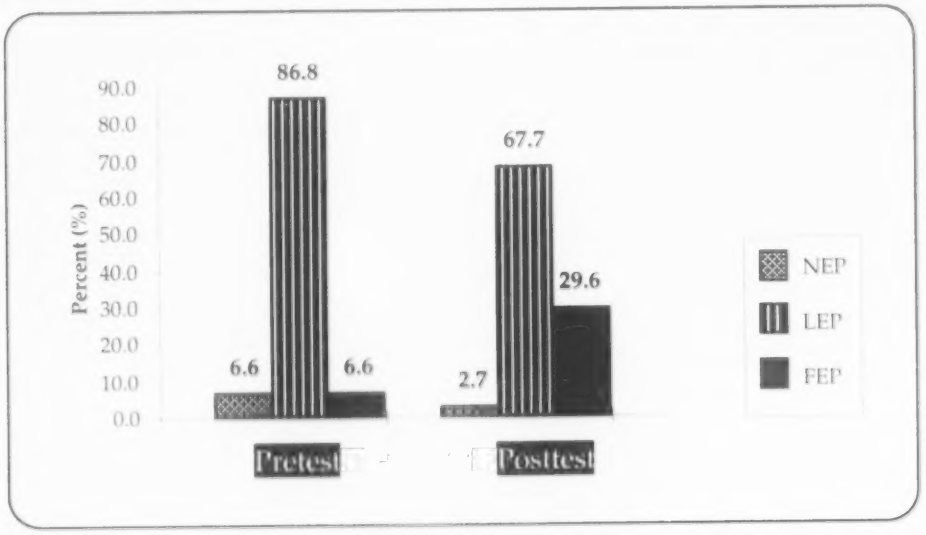

Table 47: Distribution of 1996-97 Pre- and Post-test English Literacy Status for **Middle School** Students

MIDDLE Level **POSTSTS--Posttest**

PRESTS--Pretest	NEP	LEP	FEP	TOTAL
NEP	3 (17.65%)	14 (82.35%)	0 (0%)	**17 (6.61%)**
LEP	4 (1.79%)	160 (71.75%)	59 (26.46%)	**223 (86.77%)**
FEP	0 (0%)	0 (0%)	17 (100%)	**17 (6.61%)**
TOTAL	**7 (2.72%)**	**174 (67.70%)**	**76 (29.57%)**	**257 (100%)**

In the 1996-97 school year, the reading and writing proficiency of 257 **middle school** students in grades 6-8 was pre- and post-tested using the IPT Reading and Writing. The results on the pretest indicated that 17 (7%) students were non-English proficient (NEP), 223 (87%) were limited English proficient (LEP), and 17 (7%) were fluent English proficient (FEP). In the post-test, the analysis on the **non-English proficient** students found that 14 (82%) out of 17 NEP

students became limited English proficient. For the **limited English proficient** students it was found that 59 (26%) out of 223 LEP students became fluent English proficient.

It was concluded that the number of NEP students was 4% lower than that found in the pretest, and the number of LEP students was 19% lower. However, the number of FEP students was 23% higher than that of the pretest.

Figure 42: Distribution of 1996-97 Pre- and Post-test English Literacy Status for **High School** Students

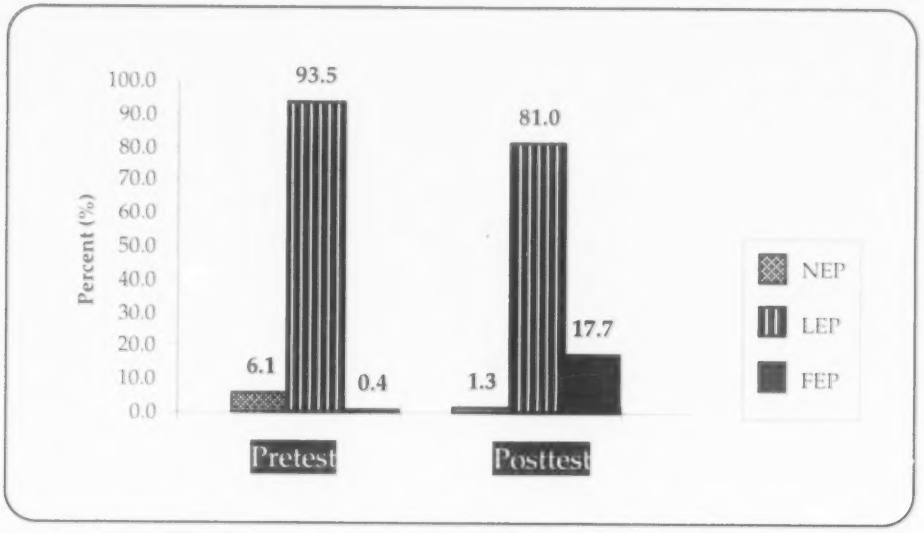

Table 48: Distribution of 1996-97 Pre- and Post-test English Literacy Status for **High School** Students

HIGH Level **POSTSTS--Posttest**

PRESTS--Pretest	NEP	LEP	FEP	TOTAL
NEP	1 (7.14%)	13 (92.86%)	0 (0%)	**14 (6.06%)**
LEP	2 (0.93%)	174 (80.56%)	40 (18.52%)	**216 (93.51%)**
FEP	0 (0%)	0 (0%)	1 (100%)	**1 (0.43%)**
TOTAL	**3 (1.30%)**	**187 (80.95%)**	**41 (17.75%)**	**231 (100%)**

In the 1996-97 school year, the reading and writing proficiency of 231 **high school** students in grades 9-12 was pre- and post-tested using the IPT Reading and Writing. The results on the pretest indicated that 14 (6%) students were non-English proficient (NEP), and 216 (94%) were limited English proficient (LEP). In the post-test, the analysis on the **non-English proficient** students found that 13 (93%) out of 14 NEP students became limited English

proficient. For the **limited English proficient** students it was found that 40 (19%) out of 216 LEP students became fluent English proficient.

It was concluded that the number of NEP students was 5% lower than that found in the pretest, and the number of LEP students was 13% lower. Of 231 students, 41 (18%) became Fluent English proficient.

Figure 43: Distribution of 1996-97 Pre- and Post-test English Literacy Status for Students Participating in a **3-Hour** Program

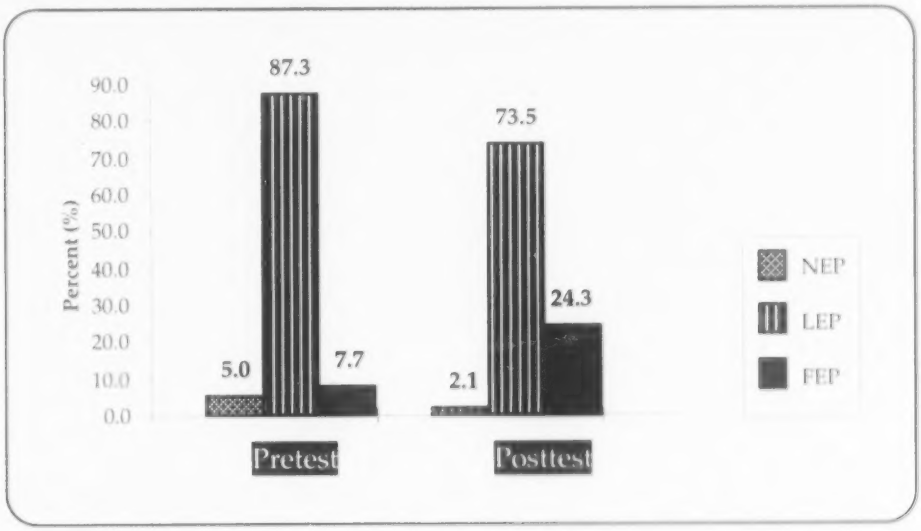

Table 49: Distribution of 1996-97 Pre- and Post-test English Literacy Status for Students Participating in a **3-Hour** Program

DISTRICT BL3 **POSTSTS--Posttest**

PRESTS--Pretest	NEP	LEP	FEP	TOTAL
NEP	3 (15.79%)	16 (84.21%)	0 (0%)	**19 (5.03%)**
LEP	5 (1.52%)	262 (79.39%)	63 (19.05%)	**330 (87.30%)**
FEP	0 (0%)	0 (0%)	29 (100%)	**29 (7.67%)**
TOTAL	**8 (2.12%)**	**278 (73.54%)**	**92 (24.34%)**	**378 (100%)**

In the 1996-97 school year, the reading and writing proficiency of 378 students (grades 3-12) in a **3-hour** program was pre- and post-tested using the IPT Reading and Writing. The results on the pretest indicated that 19 (5%) students were non-English proficient (NEP), 330 (87%) were limited English proficient (LEP), and 29 (8%) were fluent English proficient (FEP). In the post-test, the analysis on the **non-English proficient** students found that 16 (84%) out of 19 NEP students became limited English proficient. For the **limited English proficient** students it was found that 63 (19%) out of 330 LEP students became fluent English proficient.

It was concluded that the number of NEP students was 3% lower than that found in the pretest, and the number of LEP students was 13% lower. However, the number of FEP students was 16% higher than that of the pretest.

Figure 44: Distribution of 1996-97 Pre- and Post-test English Literacy Status for Students Participating in a 2-**Hour** Program

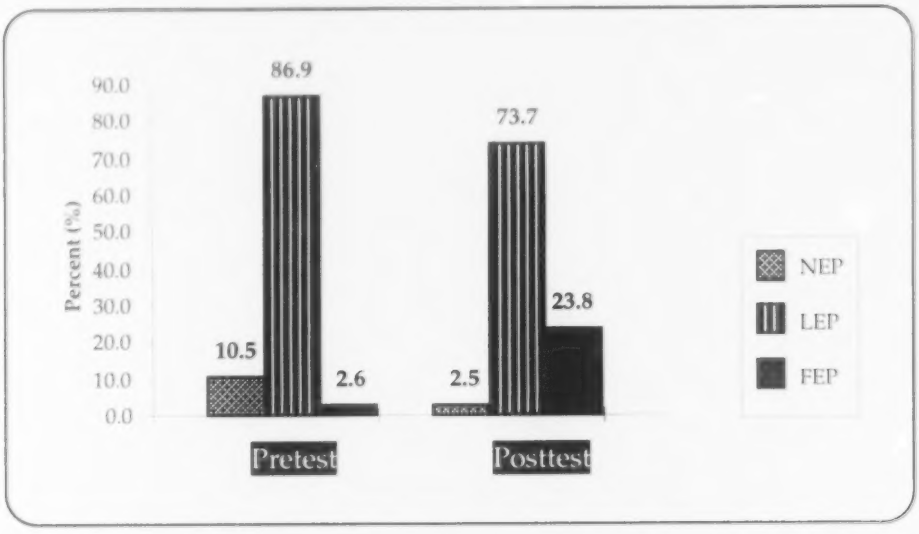

Table 50: Distribution of 1996-97 Pre- and Post-test English Literacy Status for Students Participating in a **2-Hour** Program

DISTRICT BL2 **POSTSTS--Posttest**

PRESTS--Pretest	NEP	LEP	FEP	TOTAL
NEP	9 (15%)	48 (80%)	3 (5%)	**60 (10.51%)**
LEP	5 (1.01%)	373 (75.20%)	118 (23.79%)	**496 (86.87%)**
FEP	0 (0%)	0 (0%)	15 (100%)	**15 (2.63%)**
TOTAL	**14 (2.45%)**	**421 (73.73%)**	**136 (23.82%)**	**571 (100%)**

In the 1996-97 school year, the reading and writing proficiency of 571 students (grades 3-12) in a **2-hour** program was pre- and post-tested using the IPT Reading and Writing. The results on the pretest indicated that 60 (11%) students were non-English proficient (NEP), 496 (87%) were limited English proficient (LEP), and 15 (3%) were fluent English proficient (FEP). In the post-test, the analysis on the **non-English proficient** students found that 49 (80%) out of 60 NEP students became limited English proficient, and 3 (5%) became fluent English proficient. For the **limited English proficient** students it was found that 118 (24%) out of 496 LEP students became fluent English proficient. It was concluded that the number of NEP students was

9% lower than that found in the pretest, and the number of LEP students was 13% lower. However, the number of FEP students was 21% more than that of the pretest.

Figure 45: Distribution of 1996-97 Pre- and Post-test English Literacy Status for Students Participating in a **1-Hour** Program

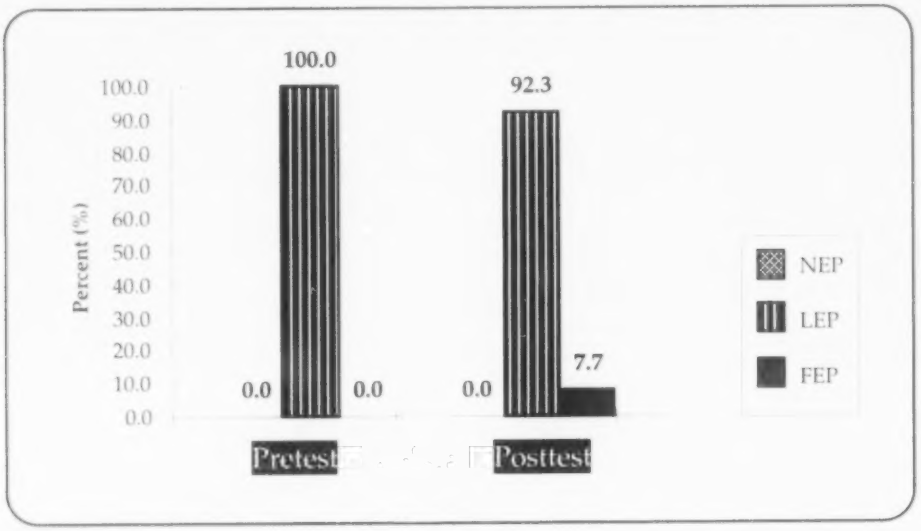

Table 51: Distribution of 1996-97 Pre- and Post-test English Literacy Status for Students Participating in a **1-Hour** Program

DISTRICT BL1 **POSTSTS--Posttest**

PRESTS--Pretest	NEP	LEP	FEP	TOTAL
NEP	0 (0%)	0 (0%)	0 (0%)	**0 (0%)**
LEP	0 (0%)	12 (92.31%)	1 (7.69%)	**13 (100%)**
FEP	0 (0%)	0 (0%)	0 (0%)	**0 (0%)**
TOTAL	0 (0%)	**12 (92.31%)**	**1 (7.69%)**	**13 (100%)**

The reading and writing proficiency of 13 students (grades 3 and 5) in a **1-hour** program was pre- and post-tested using the IPT Reading and Writing. The results on the pretest indicated that all 13 students were limited English proficient (LEP). In the post-test, the analysis on the **limited English proficient** students found that 1 (8%) out of 12 LEP students became fluent English proficient. It was concluded that 1 (8%) out of 12 LEP students became fluent English proficient.

4.4 Pre- and Post-test Results of SPANISH IPT READING. The Spanish reading proficiency of the bilingual students in grades 3-12 was pre- and post-tested using the IPT Reading. The results are presented by district, by levels (elementary, middle school and high school), and by number of hours in which the students participated (1-hour, 2-hour and 3-hour).

Figure 46: Distribution of 1996-97 Pre- and Post-test **Spanish** Reading for Overall District

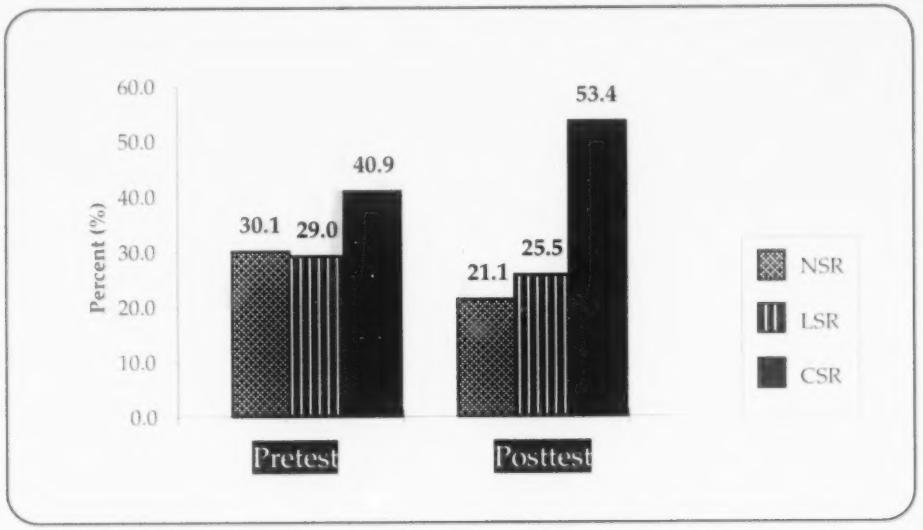

Table 52: Distribution of 1996-97 Pre- and Post-test **Spanish** Reading for Overall District

Overall District **BPR-- Posttest**

BPRP--Pretest	NSR	LSR	CSR	TOTAL
NSR	163 (56.21%)	97 (33.45%)	30 (10.34%)	**290 (30.15%)**
LSR	40 (14.34%)	148 (53.05%)	91 (32.62%)	**279 (29.00%)**
CSR	0 (0%)	0 (0%)	393 (100%)	**393 (40.85%)**
TOTAL	**203 (21.10%)**	**245 (25.47%)**	**514 (53.43%)**	**962 (100%)**

In the 1996-97 school year, the Spanish reading proficiency of 962 of the district's bilingual students in grades 3-12 was pre- and post-tested using the Spanish IPT Reading. The analysis for the pretest indicated that 290 (30%) were non-Spanish readers (NSR), 279 (29%) were limited Spanish readers (LSR), and 393 (41%) were competent Spanish readers (CSR).

The analysis of the IPT Reading post-test for the **non-Spanish readers** found that 97 (33%) students out of 290 became limited Spanish readers, and 30 (10%) became competent Spanish readers. For the **limited Spanish readers**, it was found that out of 279 students, 91 (33%) became competent Spanish readers. The analysis concluded that the number of non-Spanish

readers in the post-test was 9% lower than that of the pretest, and the number of limited Spanish readers was 4% lower. However, the number of competent Spanish readers was 12% higher than that found in the pretest.

Figure 47: Distribution of 1996-97 Pre- and Post-test **Spanish** Reading for **Elementary** School Students

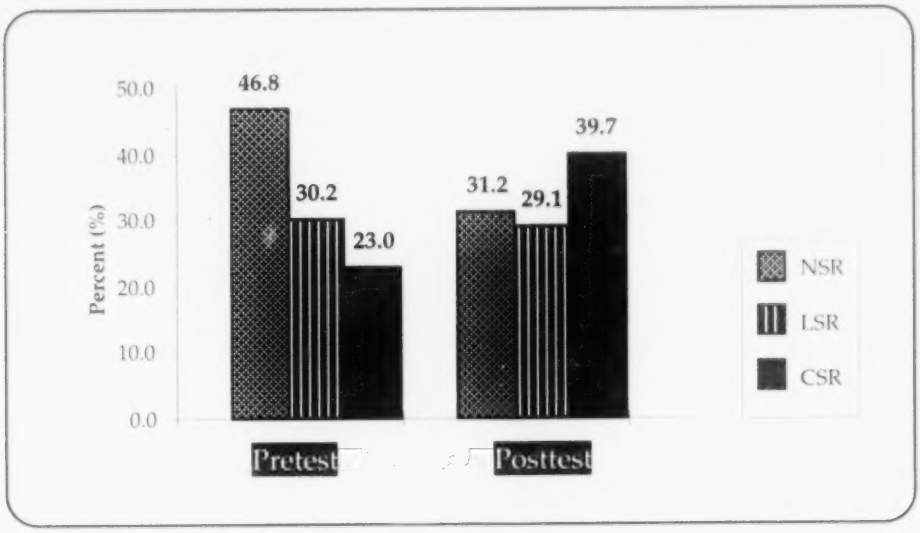

Table 53: Distribution of 1996-97 Pre- and Post-test **Spanish** Reading for **Elementary** School Students

ELEMENTARY **BPR-- Posttest**

BPRP--Pretest	NSR	LSR	CSR	TOTAL
NSR	125 (56.31%)	73 (32.88%)	24 (10.81%)	**222 (46.84%)**
LSR	23 (16.08%)	65 (45.45%)	55 (38.46%)	**143 (30.17%)**
CSR	0 (0%)	0 (0%)	109 (100%)	**109 (23%)**
TOTAL	**148 (31.22%)**	**138 (29.11%)**	**188 (39.66%)**	**474 (100%)**

In the 1996-97 school year, the Spanish reading proficiency of 474 **elementary** students in grades 3-5 was pre- and post-tested using the Spanish IPT Reading 1. The analysis for the pretest indicated that 222 (47%) were non-Spanish readers (NSR), 143 (30%) were limited Spanish readers (LSR) and 109 (23%) were competent Spanish readers (CSR).

The analysis of the IPT Reading post-test for the **non-Spanish readers** found that 73 (33%) students out of 222 became limited Spanish readers, and 24 (11%) became competent Spanish readers. For the **limited Spanish readers**, it was found that out of 143 students, 55 (38%) became competent Spanish readers. It was concluded that the number of non-Spanish

readers in the elementary program was 16% lower than that found in the pretest, and the number of limited Spanish readers was 1% lower. However, the number of competent readers was 14% higher than that found in the pretest.

Figure 48: Distribution of 1996-97 Pre- and Post-test **Spanish** Reading for **Middle** School Students

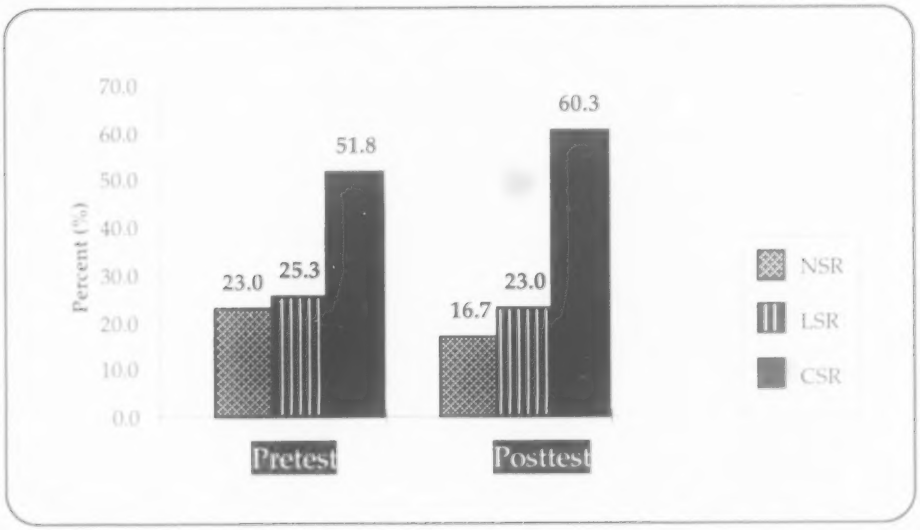

Table 54: Distribution of 1996-97 Pre- and Post-test **Spanish** Reading for **Middle** School Students

MIDDLE BPR-- Posttest

BPRP--Pretest	NSR	LSR	CSR	TOTAL
NSR	35 (59.32%)	20 (33.90%)	4 (6.78%)	**59 (22.96%)**
LSR	8 (12.31%)	39 (60%)	18 (27.69%)	**65 (25.29%)**
CSR	0 (0%)	0 (0%)	133 (100%)	**133 (51.75%)**
TOTAL	**43 (16.73%)**	**59 (22.96%)**	**155 (60.31%)**	**257 (100%)**

In the 1996-97 school year, 320 **middle school** students (grades 6-8) received bilingual services. Of these, 257 students' reading proficiencies were pre- and post-tested by the IPT Reading (6th grade students were given IPT 1; 7th-8th grade students were given IPT 3.) The analysis for the pretest indicated that 59 (23%) were non-Spanish readers (NSR), 65 (25%) were limited Spanish readers (LSR), and 133 (52%) were competent Spanish readers (CSR).

The analysis of the IPT Reading post-test for the **non-Spanish readers** found that 20 (34%) students out of 59 became limited Spanish readers, and 4 (7%) became competent Spanish readers. For the **limited Spanish readers**, it was found that out of 65 students, 18 (28%)

became competent Spanish readers. The analysis concluded that the number of non-Spanish readers in the middle school program was 6% lower than that found in the pretest, the number of limited Spanish readers was 2% lower. However, the number of competent Spanish readers was 8% higher than that found in the pretest.

Figure 49: Distribution of 1996-97 Pre- and Post-test **Spanish** Reading for **High** School Students

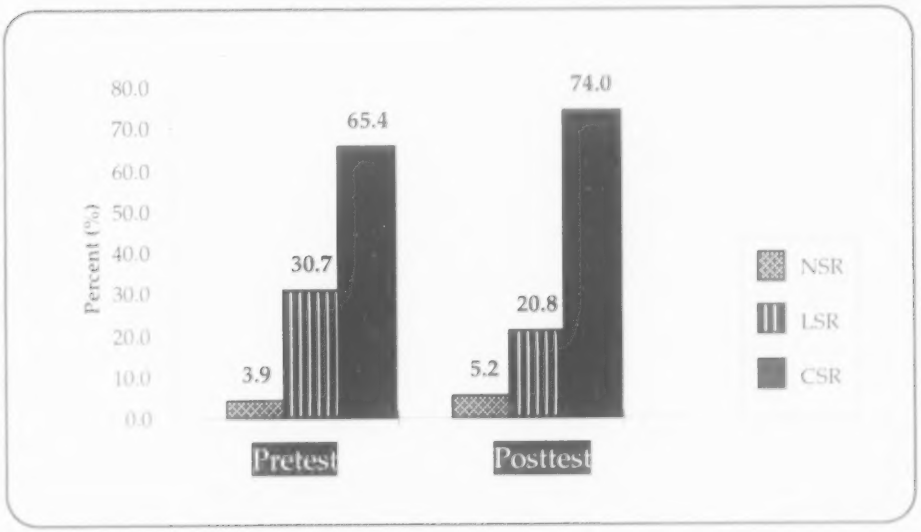

Table 55: Distribution of 1996-97 Pre- and Post-test **Spanish** Reading for **High** School Students

HIGH LEVEL BPR-- Posttest

BPRP--Pretest	NSR	LSR	CSR	TOTAL
NSR	3 (33.33%)	4 (44.44%)	2 (22.22%)	9 (3.90%)
LSR	9 (12.68%)	44 (61.97%)	18 (25.35%)	71 (30.74%)
CSR	0 (0%)	0 (0%)	151 (100%)	151 (65.37%)
TOTAL	12 (5.19%)	48 (20.78%)	171 (74.03%)	231 (100%)

In the 1996-97 school year, 256 **high school** students (grades 9-12) received bilingual services. Of these, 231 students' reading proficiency was pre- and post-tested by the IPT Reading 3. The analysis for the pretest indicated that 9 (4%) were non-Spanish readers (NSR), 71 (31%) were limited Spanish readers (LSR), and 151 (65%) were competent Spanish readers (CSR).

The analysis of the IPT Reading post-test for the **non-Spanish readers** found that 4 (44%) students out of 9 became limited Spanish readers, and 2 (22%) became competent Spanish readers. For the **limited Spanish readers**, it was found that out of 71 students, 18 (25%) became

competent Spanish readers. The analysis concluded that the number of non-Spanish readers in the high school program was 4% lower than that found in the pretest, while the limited Spanish readers was 10% higher than that of the pretest, and the number of competent readers was 9% more than that of the pretest.

Figure 50: Distribution of 1996-97 Pre- and Post-test **Spanish Reading** for Students Participating in a **3-Hour** Program

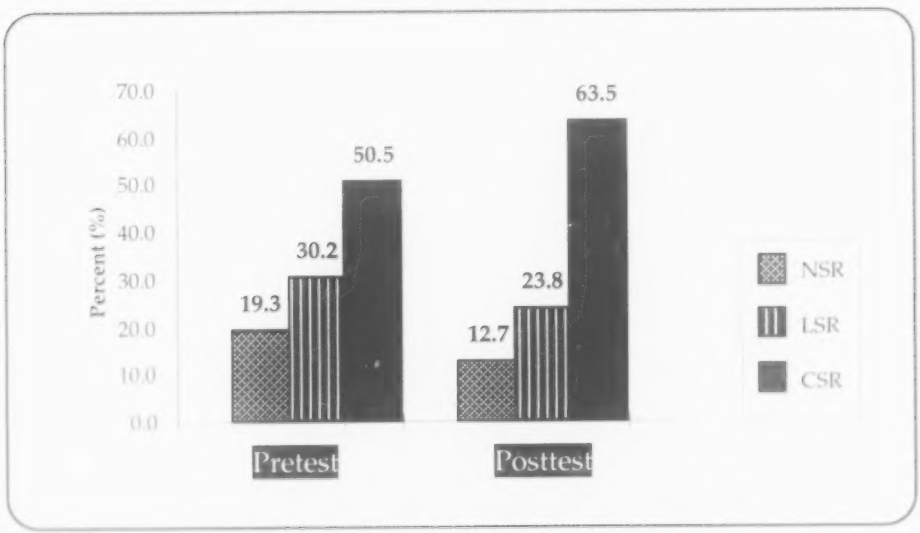

Table 56: Distribution of 1996-97 Pre- and Post-test **Spanish Reading** for Students Participating in a **3-Hour** Program

DISTRICT BL3 **BPR-- Posttest**

BPRP--Pretest	NSR	LSR	CSR	TOTAL
NSR	29 (39.73%)	34 (46.58%)	10 (13.70%)	**73 (19.31%)**
LSR	19 (16.67%)	56 (49.12%)	39 (34.21%)	**114 (30.16%)**
CSR	0 (0%)	0 (0%)	191 (100%)	**191 (50.53%)**
TOTAL	**48 (12.70%)**	**90 (23.81%0**	**240 (63.49%)**	**378 (100%)**

The Spanish reading proficiency of 378 students (grades 3-12) participating in a **3-hour** bilingual education program was pre- and post-tested by the IPT Reading. The analysis for the pretest indicated that 73 (19%) of these students were non-Spanish readers (NSR), 114 (30%) were limited Spanish readers (LSR), and 191 (53%) were competent Spanish readers (CSR).

The analysis of the IPT Reading post-test for the **non-Spanish readers** found 34 (47%) students out of 73 became limited Spanish readers, and 10 (14%) became competent Spanish readers. For the **limited Spanish readers**, it was found that out of 114 students, 39 (34%)

became competent Spanish readers. The analysis concluded that the number of non-Spanish readers in the 3-hour program was 6% lower than that of the pretest, and the number of limited Spanish readers was 6% lower. However, the number of competent Spanish readers was 12% greater than that found the pretest.

Figure 51: Distribution of 1996-97 Pre- and Post-test **Spanish Reading** for Students Participating in a **2-Hour** Program

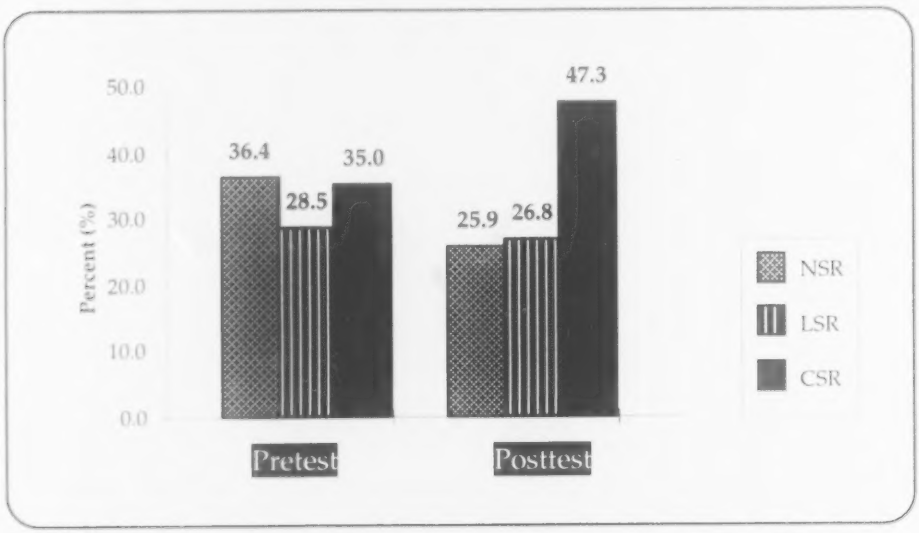

Table 57: Distribution of 1996-97 Pre- and Post-test **Spanish Reading** for Students Participating in a **2-Hour** Program

DISTRICT BL2 **BPR-- Posttest**

BPRP--Pretest	NSR	LSR	CSR	TOTAL
NSR	127 (61.06%)	61 (29.33%)	20 (9.62%)	**208 (36.43%)**
LSR	21 (12.88%)	92 (56.44%)	50 (30.67%)	**163 (28.55%)**
CSR	0 (0%)	0 (0%)	200 (100%)	**200 (35.03%)**
TOTAL	**148 (25.92%)**	**153 (26.80%)**	**270 (47.29%)**	**571 (100%)**

The Spanish reading proficiency of 571 students (grades 3-12) in a **2-hour** bilingual education program was pre- and post-tested by the IPT Reading. The analysis for the pretest indicated that 208 (36%) of these students were non-Spanish readers (NSR), 163 (29%) were limited Spanish readers (LSR), and 200 (35%) were competent Spanish readers (CSR).

The analysis of the IPT Reading post-test for the **non-Spanish readers** found that 61 (29%) students out of 208 became limited Spanish readers, and 20 (10%) became competent Spanish readers. For the **limited Spanish readers**, it was found that out of 163 students, 50 (31%) became competent Spanish readers. The analysis concluded that the number of non-

Spanish readers in the 2-hour program was 10% lower than that of the pretest, and the number of limited Spanish readers was 1% lower. However, the number of competent readers was 12% more than that of the pretest.

Figure 52: Distribution of 1996-97 Pre- and Post-test **Spanish Reading** for Students Participating in a **1-Hour** Program

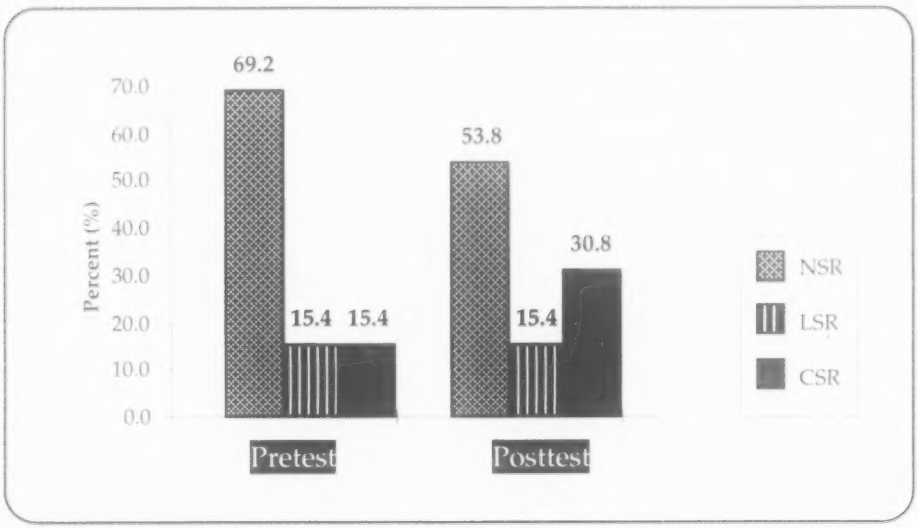

Table 58: Distribution of 1996-97 Pre- and Post-test **Spanish Reading** for Students Participating in a **1-Hour** Program

DISTRICT BL1 **BPR-- Posttest**

BPRP--Pretest	NSR	LSR	CSR	TOTAL
NSR	7 (77.78%)	2 (22.22%)	0 (0%)	**9 (69.23%)**
LSR	0 (0%)	0 (0%)	2 (100%)	**2 (15.38%)**
CSR	0 (0%)	0 (0%)	2 (100%)	**2 (15.38%)**
TOTAL	**7 (53.85%)**	**2 (15.38%)**	**4 (30.77%)**	**13 (100%)**

The Spanish reading proficiency of 13 students (grades 3-4) in a **1-hour** bilingual education program was pre- and post-tested by the IPT Reading. The analysis for the pretest indicated that 9 (69%) students were non-Spanish readers (NSR), 2 (15%) limited Spanish readers, and 2 (15%) competent Spanish readers.

The analysis of the IPT Reading post-test for the **non-Spanish readers** found that 2 (22%) students out of 9 became limited Spanish readers. For the **limited Spanish readers**, it was found that both students became competent Spanish readers. It was concluded that the number of

non-Spanish readers was 15% lower than that found in the pretest, while the number of competent readers was 16% more than that of the pretest.

4.5 Pre- and Post-test Results of SPANISH IPT WRITING. The Spanish writing proficiency of bilingual students in grades 3-12 was pre- and post-tested using the IPT Writing. The results are presented by district, by levels (elementary, middle school and high school), and by number of hours in which the students participated (1-hour, 2-hour and 3-hour).

Figure 53: Distribution of 1996-97 Pre- and Post-test **Spanish Writing** for Overall District

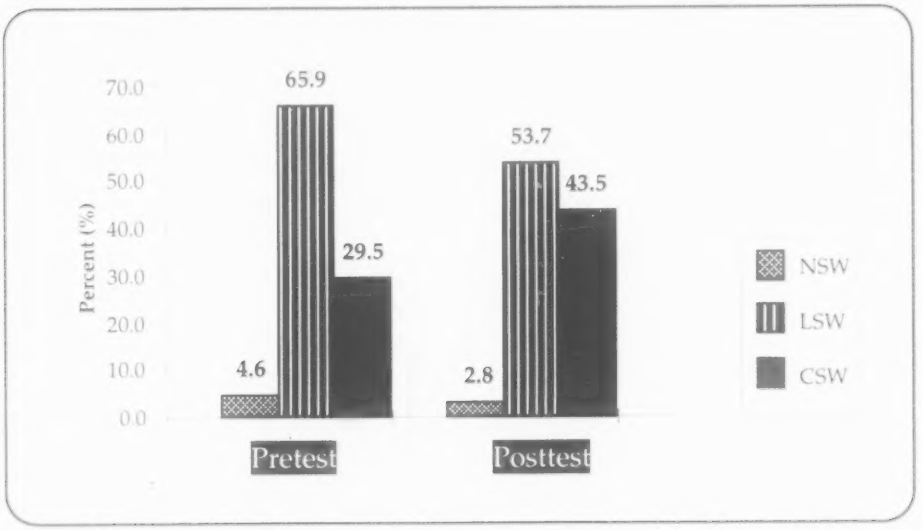

Table 59: Distribution of 1996-97 Pre- and Post-test **Spanish Writing** for Overall District

DISTRICT **BPW-- Posttest**

BPWP--Pretest	NSW	LSW	CSW	TOTAL
NSW	12 (27.27%)	30 (68.18%)	2 (4.55%)	**44 (4.57%)**
LSW	15 (2.37%)	487 (76.81%)	132 (20.82%)	**634 (65.90%)**
CSW	0 (0%)	0 (0%)	284 (100%)	**284 (29.52%)**
TOTAL	**27 (2.81%)**	**517 (53.71%)**	**418 (43.45%)**	**962 (100%)**

In the 1996-97 school year, the Spanish writing proficiency of 962 students in grades 3-12 was pre- and post-tested using the Spanish IPT Writing. The analysis for the pretest indicated that 44 (5%) were non-Spanish writers (NEW), 634 (66%) were limited Spanish Writers (LSW), and 284 (30%) were competent Spanish writers (CSW).

The analysis of the IPT Writing post-test for the **non-Spanish writers** found that 30 (68%) students out of 83 became limited Spanish writers, and 2 (5%) became competent Spanish

writers. For the **limited Spanish writers**, it was found that out of 634 students, 132 (21%) became competent Spanish writers. The analysis concluded that the number of non-Spanish writers was 2% lower than that of the pretest, the limited Spanish writers was 12% lower, while the number of competent Spanish writers was 13% more than that found in the pretest.

Figure 54: Distribution of 1996-97 Pre- and Post-test **Spanish Writing** for **Elementary** School Students

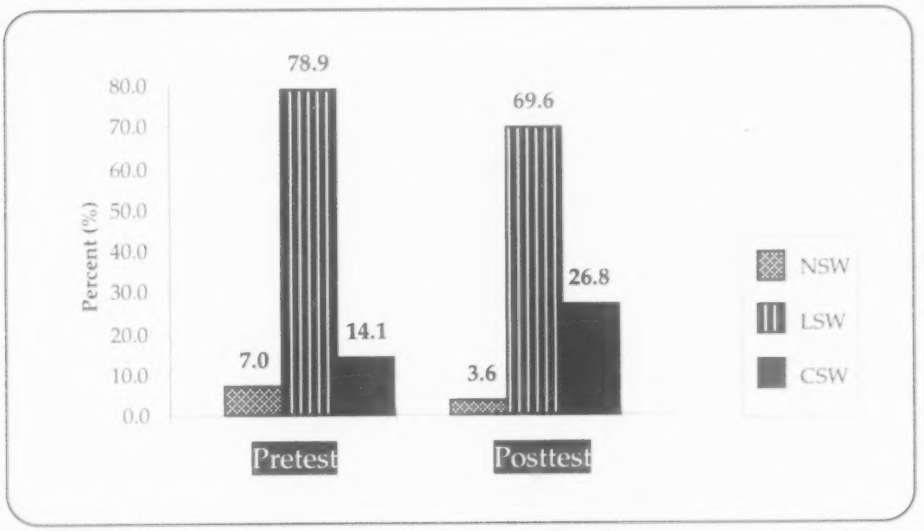

Table 60: Distribution of 1996-97 Pre- and Post-test **Spanish Writing** for **Elementary** School Students

ELEMENTARY **BPW-- Posttest**

BPWP--Pretest	NSW	LSW	CSW	TOTAL
NSW	7 (21.21%)	25 (75.76%)	1 (3.03%)	**33 (6.96%)**
LSW	10 (2.67%)	305 (81.55%)	59 (15.78%)	**374 (78.90%)**
CSW	0 (0%)	0 (0%)	67 (100%)	**67 (14.14%)**
TOTAL	**17 (3.59%)**	**330 (69.62%)**	**127 (26.79%)**	**474 (100%)**

In the 1996-97 school year, the Spanish writing proficiency of 474 **elementary** students in grades 3-5 was pre- and post-tested using the Spanish IPT Writing 1. The analysis for the pretest indicated that 33 (7%) were non-Spanish writers (NEW), 374 (79%) were limited Spanish writers (LSW), and 67 (14%) were competent Spanish writers (CSW).

The analysis of the IPT Writing post-test for the **non-Spanish writers** found that 25 (76%) students out of 33 became limited Spanish writers, and 1 (3%) became a competent Spanish writer. For the **limited Spanish writers**, it was found that out of 374 students, 59 (16%)

became competent Spanish writers. The analysis concluded that the number of non-Spanish writers in the elementary program was 3% lower than that found in the pretest, and the number of limited Spanish writers was 9% lower. However, the number of competent Spanish writers was 13% more than that found in the pretest.

Figure 55: Distribution of 1996-97 Pre- and Post-test **Spanish Writing** for **Middle** School Students

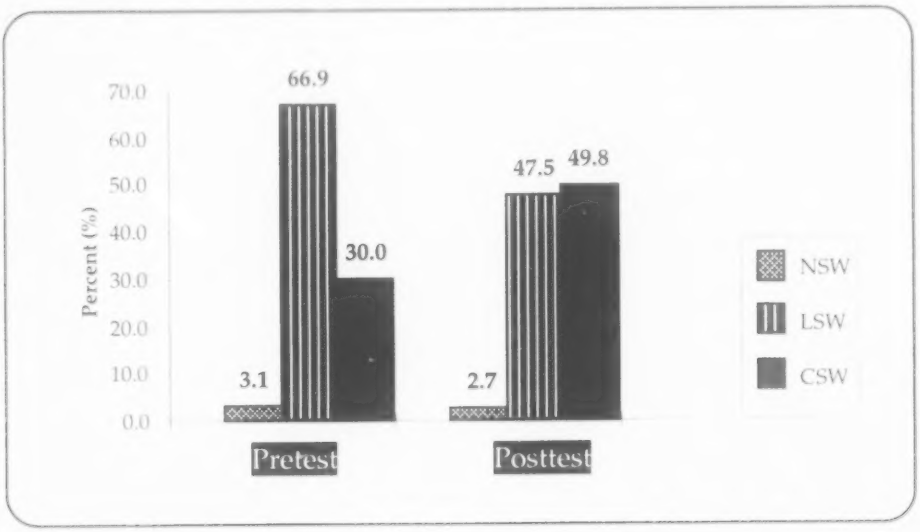

Table 61: Distribution of 1996-97 Pre- and Post-test **Spanish Writing** for **Middle** School Students

MIDDLE	BPW-- Posttest			
BPWP--Pretest	**NSW**	**LSW**	**CSW**	**TOTAL**
NSW	3 (37.50%)	4 (40%)	1 (12.50%)	**8 (3.11%)**
LSW	4 (2.33%)	118 (68.60%)	50 (29.07%)	**172 (66.93%)**
CSW	0 (0%)	0 (0%)	77 (100%)	**77 (29.96%)**
TOTAL	**7 (2.72%)**	**122 (47.47%)**	**128 (49.81%)**	**257 (100%)**

In the 1996-97 school year, 320 **middle school** students (grades 6-8) received bilingual services. Of these, 257 students' writing proficiency was pre- and post-tested by the Spanish IPT Writing (6th grade students were given IPT 1; 7th-8th grade students were given IPT 3.) The analysis for the pretest indicated that 8 (3%) were non-Spanish writers (NEW), 172 (67%) were limited Spanish writers (LSW), and 77 (30%) were competent Spanish writers (CSW).

The analysis of the IPT Writing post-test for the **non-Spanish writers** found that 4 (40%) students out of 8 became limited Spanish writers, and 1 (13%) became a competent Spanish writer.

For the **limited Spanish writers**, it was found that out of 172 students, 50 (29%) became competent Spanish writers. The analysis concluded that the number of non-Spanish writers in the middle school program was the same as in the pretest. The number of limited Spanish writers was 20% lower, while the number of competent Spanish writers was 20% more than that found in the pretest.

Figure 56: Distribution of 1996-97 Pre- and Post-test **Spanish Writing** for **High** School Students

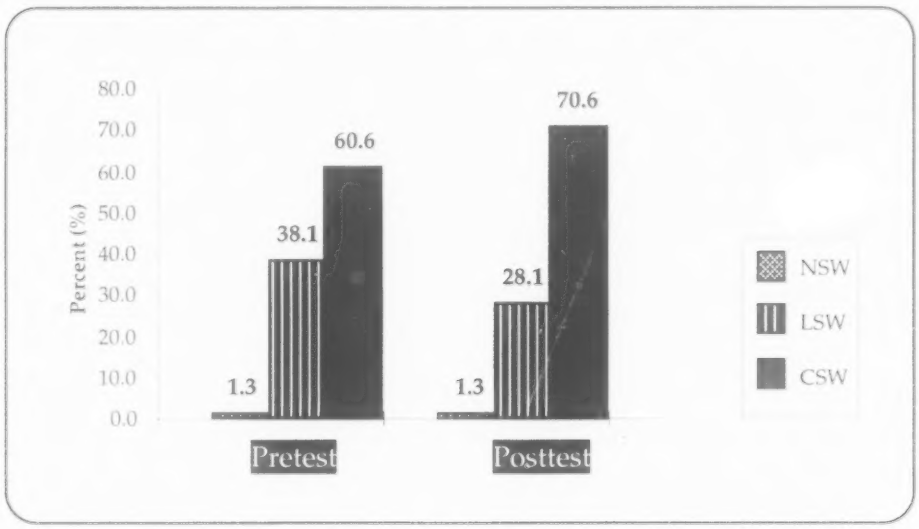

Table 62: Distribution of 1996-97 Pre- and Post-test **Spanish Writing** for **High** School Students

HIGH LEVEL **BPW-- Posttest**

BPWP--Pretest	NSW	LSW	CSW	TOTAL
NSW	2 (66.67%)	1 (33.33%)	0 (0%)	**3 (1.30%)**
LSW	1 (1.14%)	64 (72.73%)	23 (26.14%)	**88 (38.10%)**
CSW	0 (0%)	0 (0%)	140 (100%)	**140 (60.61%)**
TOTAL	**3 (1.30%)**	**65 (28.14%)**	**163 (70.56%)**	**231 (100%)**

In the 1996-97 school year, 256 **high school** students (grades 9-12) received bilingual services. Of these, 231 students' writing proficiency was pre- and post-tested by the IPT Writing IPT 3. The analysis for the pretest indicated that 3 (1%) were non-Spanish writers (NEW), 88 (38%) were limited Spanish writers (LSW), and 140 (61%) were competent Spanish writers (CSW).

The analysis of the IPT Writing post-test for the **non-Spanish writers** found that 1 (33%) students out of 3 became a limited Spanish writer. For the **limited Spanish writers**, it was found that out of 88 students, 23 (26%) became competent Spanish writers. The analysis concluded that the number of non-Spanish writers in the high school program was the same as found in the pretest. The number of limited Spanish writers was 10% lower. However, the number of competent Spanish writers was 10% greater than that found in the pretest.

Figure 57: Distribution of 1996-97 Pre- and Post-test **Spanish Writing** for Students Participating in a **3-Hour** Program

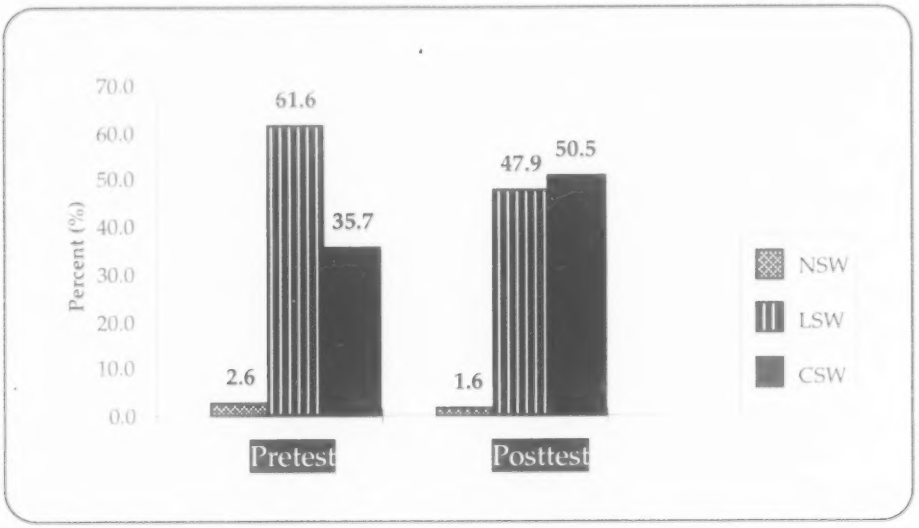

Table 63: Distribution of 1996-97 Pre- and Post-test **Spanish Writing** for Students Participating in a **3-Hour** Program

DISTRICT BL3 **BPW-- Posttest**

BPWP--Pretest	NSW	LSW	CSW	TOTAL
NSW	2 (20%)	8 (80%)	0 (0%)	**10 (2.65%)**
LSW	4 (1.72%)	173 (74.25%)	56 (24.03%)	**233 (61.64%)**
CSW	0 (0%)	0 (0%)	135 (100%)	**135 (35.71%)**
TOTAL	**6 (1.56%)**	**181 (47.88%)**	**191 (50.53%)**	**378 (100%)**

The Spanish writing proficiency of 378 students (grades 3-12) in a **3-hour** bilingual education program was pre- and post-tested by the IPT Writing. The analysis for the pretest indicated that 10 (3%) of these students were non-Spanish Writers (NEW), 233 (62%) were limited Spanish Writers (LSW), and 135 (36%) were competent Spanish Writers (CSW).

The analysis of the IPT Writing post-test for the **non-Spanish Writers** found that 8 (80%) students out of 10 became limited Spanish Writers. For the **limited Spanish Writers**, it was found that out of 233 students, 56 (24%) became competent Spanish Writers. The analysis concluded that the number of non-Spanish writers in the 3-hour program was 1% lower than that found in the pretest, and the number of limited Spanish writers was 14% lower. However, the number of competent Spanish writers was 15% more than that found in the pretest.

Figure 58: Distribution of 1996-97 Pre- and Post-test **Spanish Writing** for Students Participating in a **2-Hour** Program

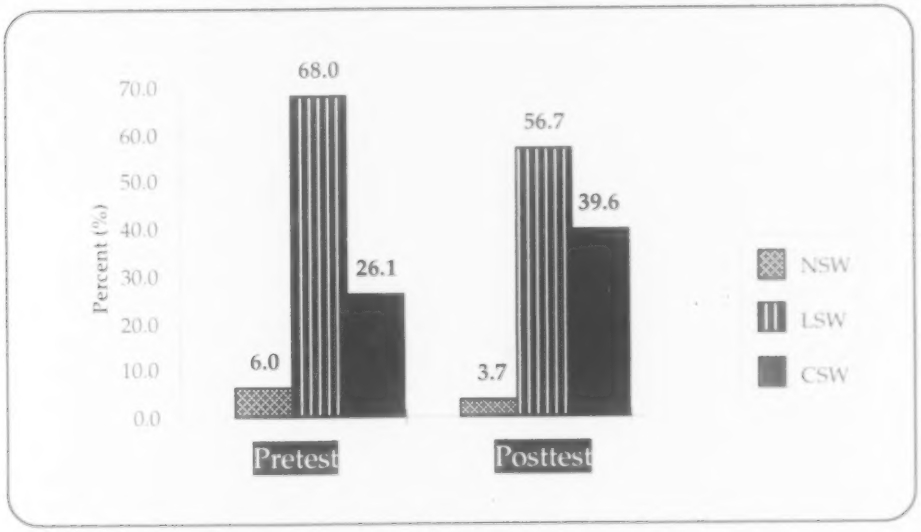

Table 64: Distribution of 1996-97 Pre- and Post-test **Spanish Writing** for Students Participating in a **2-Hour** Program

DISTRICT BL2 BPW-- Posttest

BPWP--Pretest	NSW	LSW	CSW	TOTAL
NSW	10 (29.41%)	22 (64.71%)	2 (5.88%)	34 (5.95%)
LSW	11 (2.84%)	302 (77.84%)	75 (19.33%)	388 (67.95%)
CSW	0 (0%)	0 (0%)	149 (100%)	149 (26.09%)
TOTAL	21 (3.68%)	324 (56.74%)	226 (39.58%)	571 (100%)

The Spanish writing proficiency of 571 students (grades 3-12) in a **2-hour** bilingual education program was pre- and post-tested by the Spanish IPT Writing. The analysis for the pretest indicated that 34 (6%) of these students were non-Spanish Writers (NEW), 388 (68%) were limited Spanish Writers (LSW), and 149 (26%) were competent Spanish Writers (CSW).

The analysis of the IPT Writing post-test for the **non-Spanish Writers** found that 22 (65%) students out of 34 became limited Spanish Writers, 2 (6%) became competent Spanish writers. For the **limited Spanish Writers**, it was found that out of 388 students, 75 (19%) became competent Spanish Writers. The analysis indicated that the number of non-Spanish writers in the 2-hour program was 2% lower than that found in the pretest, and the number of limited Spanish writers was 11% lower. However, the number of competent Spanish writers was 14% higher than that found in the pretest.

Figure 59: Distribution of 1996-97 Pre- and Post-test **Spanish Writing** for Students Participating in a **1-Hour** Program

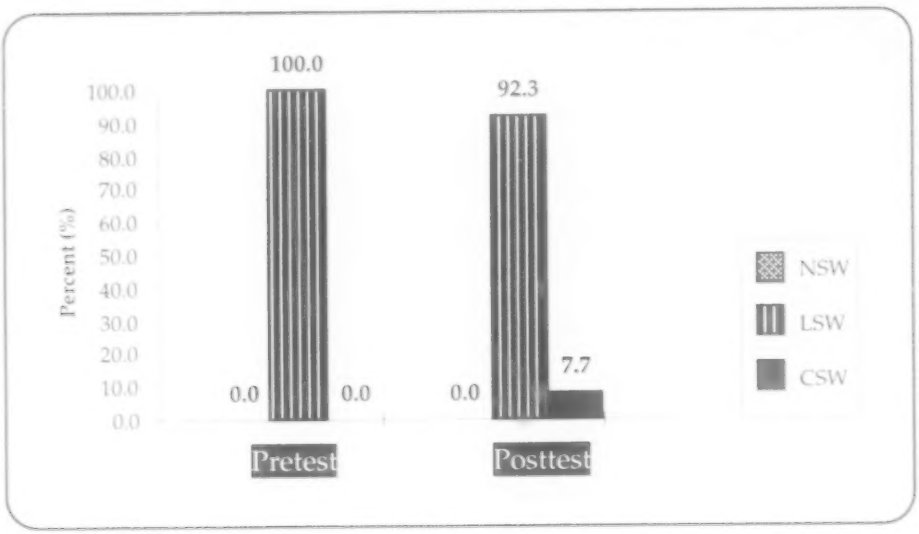

Table 65: Distribution of 1996-97 Pre- and Post-test **Spanish Writing** for Students Participating in a **1-Hour** Program

DISTRICT BL1 BPW-- Posttest

BPWP--Pretest	NSW	LSW	CSW	TOTAL
NSW	0 (0%)	0 (0%)	0 (0%)	0 (0%)
LSW	0 (0%)	12 (92.31%)	1 (7.69%)	13 (100%)
CSW	0 (0%)	0 (0%)	0 (0%)	0 (0%)
TOTAL	0 (0%)	12 (92.31%)	1 (7.69%)	13 (100%)

In the 1996-97 school year, the Spanish writing proficiency of 13 students (grades 3 & 5) in a **1-hour** bilingual education program was pre- and post-tested by the Spanish IPT Writing. The analysis for the pretest indicated that all of these students were limited Spanish Writers (LSW). The analysis of the IPT Writing post-test for the **limited Spanish Writers** indicated that 1 (8%) student became a competent Spanish writer.

4.6 Pre- and Post-test Results of SPANISH LITERACY STATUS. This section presents the Spanish literacy status of grades 3-12 students as measured by the Spanish IPT Reading and Writing. The literacy status derived from the IPT Reading and Writing score of each student. For example, the literacy status for a student who was tested as a competent Spanish reader (CSR) and a competent Spanish writer (CSW) would be fluent Spanish proficient (FSP), and the literacy status of a student who was tested as a limited Spanish reader (LSR) and a competent or limited Spanish writer (CSW or LSW) would be limited Spanish proficient (LSP). Please refer to Table 6, page 6 for more details. The results of the Spanish literacy status are presented in three parts, by district, by levels (elementary, middle school and high school), and number of hours in which the students participated (1-hour, 2-hour, and 3-hour).

Figure 60: Distribution of 1996-97 Pre- and Post-test **Spanish Literacy Status** for Overall District

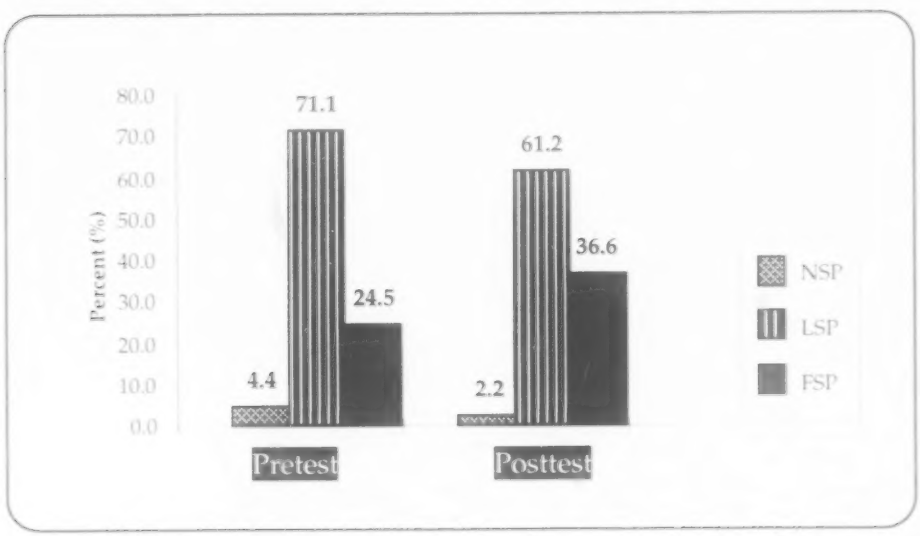

Table 66: Distribution of 1996-97 Pre- and Post-test **Spanish** Literacy Status for Overall District

District **POSTSPS** **POSTTEST**

PRESPS--Pretest	NSP	LSP	FSP	TOTAL
NSP	9 (21.43%)	32 (76.19%)	1 (2.38%)	**42 (4.37%)**
LSP	12 (1.75%)	557 (81.43%)	115 (16.81%)	**684 (71.10%)**
FSP	0 (0%)	0 (0%)	236 (100%)	**236 (24.53%)**
TOTAL	**21 (2.18%)**	**589 (61.23%)**	**352 (36.59%)**	**962 (100%)**

In the 1996-97 school year, the Spanish reading and writing proficiency of 962 students in grades 3-12 was pre- and post-tested using the Spanish IPT Reading and Writing. The results on

the pretest indicated that 42 (4%) students were non-Spanish proficient (NSP), 684 (71%) were limited Spanish proficient (LSP), and 236 (25%) were fluent Spanish proficient (FSP). In the post-test, the analysis on the **non-Spanish proficient** students found that 32 (76%) out of 42 non-Spanish proficient students became limited Spanish proficient, and 1 (2%) became fluent Spanish proficient. For the **limited Spanish proficient** students, it was found that 115 (17%) out of 684 limited Spanish proficient students became fluent Spanish proficient.

It was concluded that the number of non-Spanish proficient (NSP) students was 2% lower than that found in the pretest, and the number of limited Spanish proficient (LSP) students was 10% lower, but the number of fluent Spanish proficient (FSP) students was 12% higher than that of the pretest.

Figure 61: Distribution of 1996-97 Pre- and Post-test **Spanish** Literacy Status for **Elementary** School Students

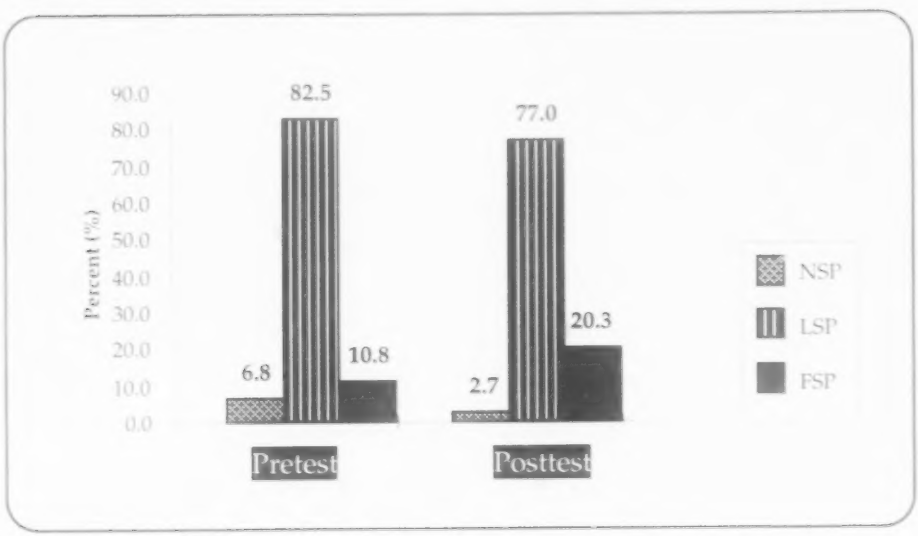

Table 67: Distribution of 1996-97 Pre- and Post-test **Spanish** Literacy Status for **Elementary** School Students

ELEMENTARY **POSTSPS** **POSTTEST**

PRESPS--Pretest	NSP	LSP	FSP	TOTAL
NSP	5 (15.63%)	26 (81.25%)	1 (3.13%)	32 (6.75%)
LSP	8 (2.05%)	339 (86.70%)	44 (11.25%)	391 (82.49%)
FSP	0 (0%)	0 (0%)	51 (100%)	51 (10.76%)
TOTAL	13 (2.74%)	365 (77%)	96 (20.25%)	474 (100%)

In the 1996-97 school year, the reading and writing proficiency of 474 **elementary** students in grades 3-5 was pre- and post-tested using the Spanish IPT Reading and Writing. The results on the pretest indicated that 32 (7%) students were non-Spanish proficient (NSP), 391 (82%) were limited Spanish proficient (LSP), and 51 (11%) were fluent Spanish proficient (FSP). In the post-test, the analysis on the **non-Spanish proficient** students found that 26 (81%) out of 32 NSP students became limited Spanish proficient, and 1 (3%) became fluent Spanish proficient. For the **limited Spanish proficient** students it was found that 44 (11%) out of 391 LSP students became fluent Spanish proficient.

It was concluded that the number of NSP students was 4% lower than that found in the pretest, and the number of LSP students was 5% lower. However, the number of FSP students was 9% higher than that of the pretest.

Figure 62: Distribution of 1996-97 Pre- and Post-test **Spanish** Literacy Status for **Middle** School Students

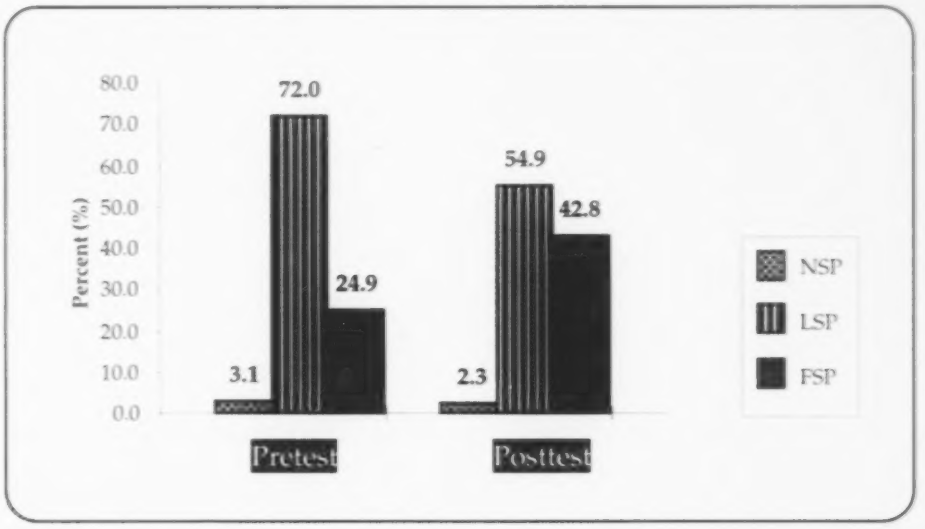

Table 68: Distribution of 1996-97 Pre- and Post-test **Spanish** Literacy Status for **Middle** School Students

MIDDLE **POSTSPS** **POSTTEST**

PRESPS--Pretest	NSP	LSP	FSP	TOTAL
NSP	3 (37.50%)	5 (62.50%)	0 (0%)	**8 (3.11%)**
LSP	3 (1.62%)	136 (73.51%)	46 (24.86%)	**185 (71.98%)**
FSP	0 (0%)	0 (0%)	64 (100%)	**64 (24.90%)**
TOTAL	**6 (2.33%)**	**141 (54.86%)**	**110 (42.80%)**	**257 (100%)**

In the 1996-97 school year, the reading and writing proficiency of 257 **middle school** students in grades 6-8 was pre- and post-tested using the IPT Reading and Writing. The results on the pretest indicated that 8 (3%) students were non-Spanish proficient (NSP), 185 (72%) were limited Spanish proficient (LSP), and 64 (25%) were fluent Spanish proficient (FSP). In the post-test, the analysis on the **non-Spanish proficient** students found that 5 (62%) out of 8 NSP students became limited Spanish proficient. For the **limited Spanish proficient** students it was found that 46 (25%) out of 185 LSP students became fluent Spanish proficient.

It was concluded that the number of NSP students was 1% lower than that found in the pretest, and the number of LSP students was 77% lower. However, the number of FSP students was 18% higher than that of the pretest.

Figure 63: Distribution of 1996-97 Pre- and Post-test **Spanish** Literacy Status for **High** School Students

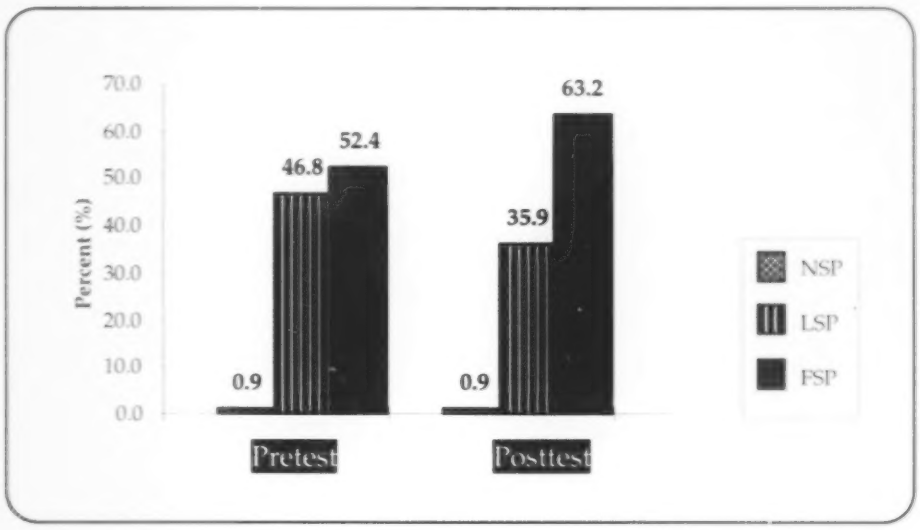

Table 69: Distribution of 1996-97 Pre- and Post-test **Spanish** Literacy Status for **High** School Students

HIGH LEVEL **POSTSPS** **POSTTEST**

PRESPS--Pretest	NSP	LSP	FSP	TOTAL
NSP	1 (50%)	1 (50%)	0 (0%)	**2 (0.87%)**
LSP	1 (0.93%)	82 (75.93%)	25 (23.15%)	**108 (46.75%)**
FSP	0 (0%)	0 (0%)	121 (100%)	**121 (52.38%)**
TOTAL	**2(0.87%)**	**83 (35.93%)**	**146 (63.20%)**	**231 (100%)**

In the 1996-97 school year, the reading and writing proficiency of 231 **high school** students in grades 9-12 was pre- and post-tested using the IPT Reading and Writing. The results

on the pretest indicated that 2 (1%) students were non-Spanish proficient (NSP), 108 (47%) limited Spanish proficient (LSP), and 121 (52%) fluent Spanish proficient. In the post-test, the analysis on the **non-Spanish proficient** students found that 1 (50%) out of 2 NSP students became limited Spanish proficient. For the **limited Spanish proficient** students it was found that 25 (23%) out of 108 LSP students became fluent Spanish proficient. It was concluded that the number of LSP students was 11% lower than that found in the pretest, while the number of fluent Spanish proficient students was 11% more than that found in the pretest.

Figure 64: Distribution of 1996-97 Pre- and Post-test **Spanish** Literacy Status for Students Participating in a **3-Hour** Program

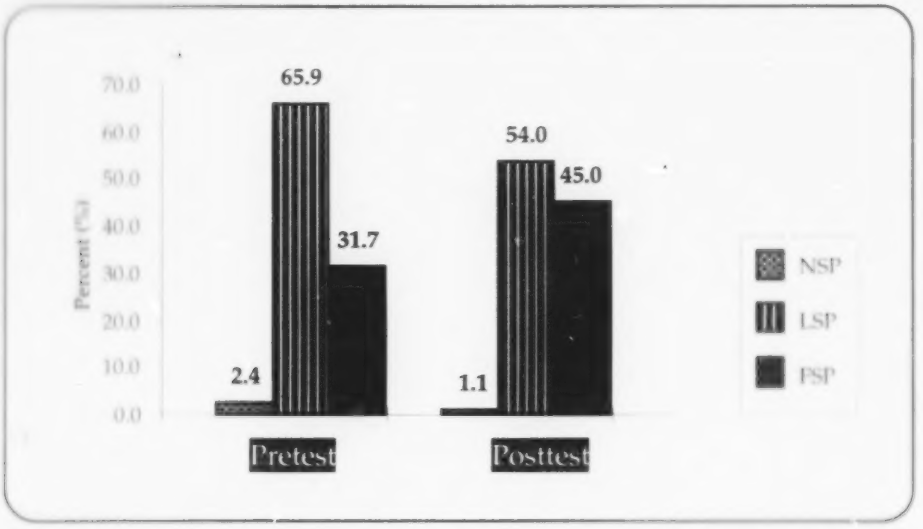

Table 70: Distribution of 1996-97 Pre- and Post-test **Spanish** Literacy Status for Students Participating in a **3-Hour** Program

DISTRICT BL3 **POSTSPS** **POSTTEST**

PRESPS--Pretest	NSP	LSP	FSP	TOTAL
NSP	1 (11.11%)	8 (88.89%)	0 (0%)	**9 (2.38%)**
LSP	3 (1.20%)	196 (78.71%)	50 (20.08%)	**249 (65.87%)**
FSP	0 (0%)	0 (0%)	120 (100%)	**120 (31.75%)**
TOTAL	**4 (1.06%)**	**204 (53.97%)**	**170 (44.97%)**	**378 (100%)**

In the 1996-97 school year, the Spanish reading and writing proficiency of 378 students (grades 3-12) in a **3-hour** program was pre- and post-tested using the IPT Reading and Writing. The results on the pretest indicated that 9 (2%) students were non-Spanish proficient (NSP), 249 (66%) were limited Spanish proficient (LSP), and 120 (32%) were fluent Spanish proficient (FSP). In the post-test, the analysis on the **non-Spanish proficient** students found that 8

(89%) out of 9 NSP students became limited Spanish proficient. For the **limited Spanish proficient** students it was found that 50 (20%) out of 249 LSP students became fluent Spanish proficient.

It was concluded that the number of non-Spanish proficient (NSP) students was 1% lower than that found in the pretest, and the number of limited Spanish proficient (LSP) students was 12% lower. However, the number of fluent Spanish proficient (FSP) students was 13% higher than that of the pretest.

Figure 65: Distribution of 1996-97 Pre- and Post-test **Spanish** Literacy Status for Students Participating in a **2-Hour** Program

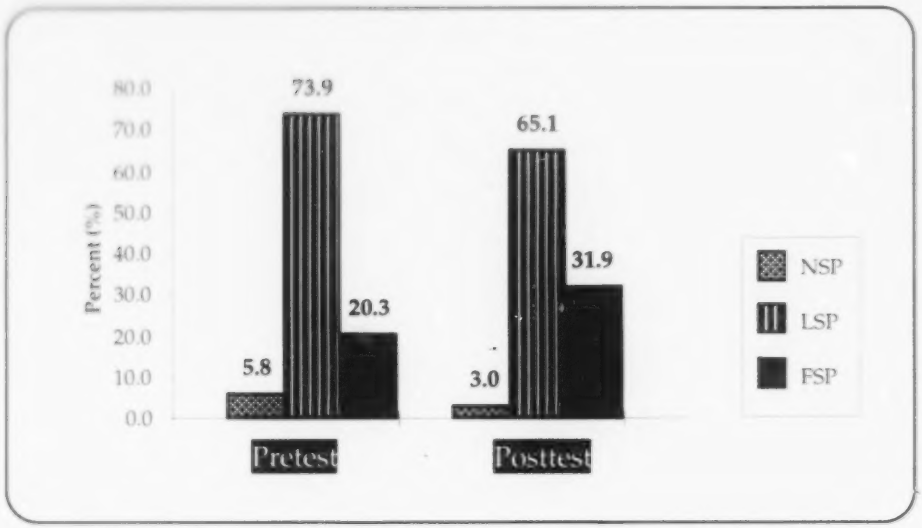

Table 71: Distribution of 1996-97 Pre- and Post-test **Spanish** Literacy Status for Students Participating in a **2-Hour** Program

DISTRICT BL2 **POSTSPS** **POSTTEST**

PRESPS--Pretest	NSP	LSP	FSP	TOTAL
NSP	8 (24.24%)	24 (72.73%)	1 (3.03%)	**33 (5.78%)**
LSP	9 (2.13%)	348 (82.46%)	65 (15.40%)	**422 (73.91%)**
FSP	0 (0%)	0 (0%)	116 (100%)	**116 (20.32%)**
TOTAL	**17 (2.98%)**	**372 (65.15%)**	**182 (31.87%)**	**571 (100%)**

In the 1996-97 school year, the Spanish reading and writing proficiency of 571 students (grades 3-12) in a **2-hour** program was pre- and post-tested using the IPT Reading and Writing. The results on the pretest indicated that 33 (6%) students were non-Spanish proficient (NSP), 422 (74%) were limited Spanish proficient (LSP), and 116 (20%) were fluent Spanish proficient (FSP). In the post-test, the analysis on the **non-Spanish proficient** students found that 24

(73%) out of 33 NSP students became limited Spanish proficient, and 1 (3%) became fluent Spanish proficient. For the **limited Spanish proficient** students it was found that 65 (15%) out of 422 LSP students became fluent Spanish proficient. It was concluded that the number of NSP students was 3% lower than that found in the pretest, and the number of LSP students was 9% lower. However, the number of FSP students was 12% more than that of the pretest.

Figure 66: Distribution of 1996-97 Pre- and Post-test **Spanish** Literacy Status for Students Participating in a **1-Hour** Program

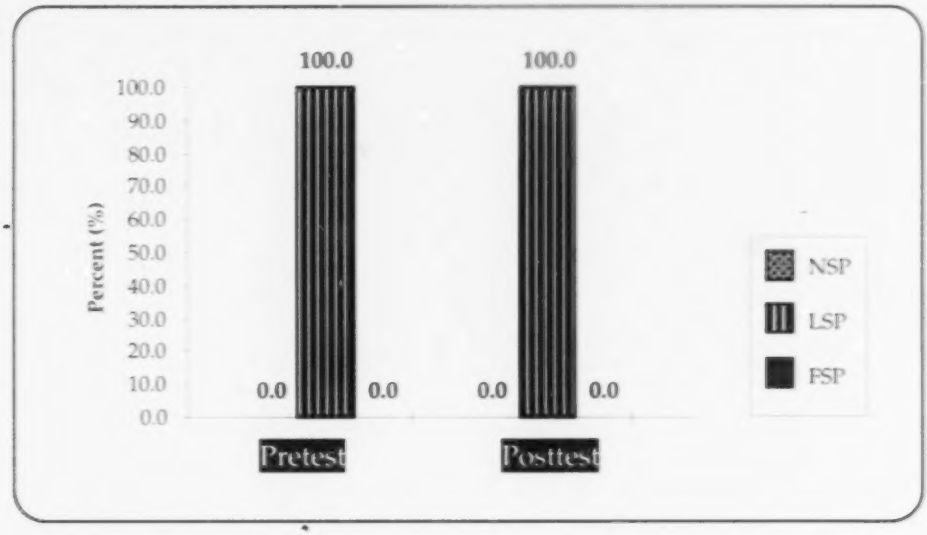

Table 72: Distribution of 1996-97 Pre- and Post-test **Spanish** Literacy Status for Students Participating in a **1-Hour** Program

DISTRICT BL1 **POSTSPS** **POSTTEST**

PRESPS--Pretest	NSP	LSP	FSP	TOTAL
NSP	0 (0%)	0 (0%)	0 (0%)	**0 (0%)**
LSP	0 (0%)	13 (100%)	0 (0%)	**13 (100%)**
FSP	0 (0%)	0 (0%)	0 (0%)	**0 (0%)**
TOTAL	**0 (0%)**	**13 (100%)**	**0 (0%)**	**13 (100%)**

In the 1996-97 school year, the reading and writing proficiency of 13 students (grades 3 and 5) in a **1-hour** program was pre- and post-tested using the IPT Reading and Writing. The results on the pretest indicated that all 13 students were limited Spanish proficient (LSP). In the post-test, the analysis on the **limited Spanish proficient** students found that all 13 students remained in the same category.

RECOMMENDATIONS

RECOMMENDATIONS

The language proficiency of limited English proficient (LEP) students could possibly be hindered by some factors other than those that were found in the analysis. These factors may include the following.

1. Teacher Endorsement. The future analysis should investigate whether or not the progress in the students' language proficiency is affected by whether their teacher is endorsed or not endorsed.

2. Years of Experience. Number of years of experience in working with LEP students could be another factor which the district may include in the future analysis.

3. Class Size. Second language acquisition is acquired through interaction. Chances of teacher-student interaction or student-student interaction in a classroom with a large number of students could be less than a classroom with fewer students. The study should investigate if the teacher to student ratio has an impact on acquiring a second language.

4. Parent Support. Research suggests that children who come from a family where the parents highly support their child's education tend to outperform children who are from a family where the parents are not as involved in their child's education. The lack of LEP parental support could possibly be that the parent's command of English is not at the level where they can communicate effectively within the school environment. The future analysis should examine the effect that this support or lack thereof has upon the child's ability to perform.

5. Educational background. Many LEP students come with no prior educational background from their home country. The next investigation should examine if the number of years in the educational system in their native country, availability of tutorial assistance, number of years in the bilingual education or alternative language program, etc. makes a difference in a student's progress of second language acquisition.

6. Materials. Research shows that a home or a classroom with print rich environment promotes literacy development. Many LEP students come from a family of low socio-economic status where books are not affordable. Thus, the future analysis should investigate the impact of the availability of materials on the progress of the students' language proficiency.

7. Socio-Economic Status. Often LEP students were found to have a socio-economic status that does not provide an environment conducive to learning. Future analysis should include socio-economic status as a variable in investigating the progress of the students' language proficiency.

8. Attitude/Motivation. High self-esteem in students affords them the confidence to take risks. The next investigation should examine to what extent a positive attitude and motivation toward the learning of a second language has on the outcome of a student's language proficiency.

9. Exposure to a Second Language. Family members who speak the language, monolingualism, bilingualism, or multilingualism. radio, television, environmental print, etc., all contribute to the language proficiency of students, thus the next analysis should include these factors.

10. Extra-Curricular Activities. Students involved in activities such as church, sports, music, art, dance, scouting or other special interests encourage more use of the language. Thus, the future analysis should investigate to what extent students are involved in these activities and the impact of these activities on the progress of literacy.

11. Technological Support. Research indicates that computer technology has a strong impact on the academic achievement of LEP students (Sarangarm 1991 & Sarangarm 1992). The future analysis should investigate the number of LEP students who are utilizing computer technology in the Las Cruces Public Schools. The investigation should include factors such as availability of computers, grade levels at which the students begin and continue to use computers, the quality of instructional software available, and the length of time daily that the students have access to computers. The competence and training of teachers in computer technology is another important variable that cannot be overlooked.

APPENDIX A
ACRONYMS USED IN THE ANALYSIS

ACRONYMS USED IN THE ANALYSIS

ACRONYM	DEFINITION
BOEP	BILINGUAL ORAL ENGLISH PRETEST
BOE	BILINGUAL ORAL ENGLISH POSTTEST
BOPP	BILINGUAL ORAL SPANISH PRETEST
BOP	BILINGUAL ORAL SPANISH POSTTEST
BERP	BILINGUAL ENGLISH READING PRETEST
BER	BILINGUAL ENGLISH READING POSTTEST
BEWP	BILINGUAL ENGLISH WRITING PRETEST
BEW	BILINGUAL ENGLISH WRITING POSTTEST
BPRP	BILINGUAL SPANISH READING PRETEST
BPR	BILINGUAL SPANISH READING POSTTEST
BPWP	BILINGUAL SPANISH WRITING PRETEST
BPW	BILINGUAL SPANISH WRITING POSTTEST
PRESTS	PRETEST ENGLISH LITERACY STATUS
POSTSTS	POSTTEST ENGLISH LITERACY STATUS
PRESPS	PRETEST SPANISH LITERACY STATUS
POSTSPS	POSTTEST SPANISH LITERACY STATUS
HLS	HOME LANGUAGE SURVEY
PHLOTE	PUPIL WHOSE HOME LANGUAGE IS OTHER THAN ENGLISH
TBE	TRANSITIONAL BILINGUAL PROGRAM
MBE	MAINTENANCE BILINGUAL PROGRAM
ESL	ENGLISH AS A SECOND LANGUAGE
IPT	IDEA LANGUAGE PROFICIENCY TEST
NES	NON ENGLISH SPEAKER
LES	LIMITED ENGLISH SPEAKER
FES	FLUENT ENGLISH SPEAKER
NER	NON ENGLISH READER
LER	LIMITED ENGLISH READER
CER	COMPETENT ENGLISH READER

ACRONYM	DEFINITION
NEW	NON ENGLISH WRITER
LEW	LIMITED ENGLISH WRITER
CEW	COMPETENT ENGLISH WRITER
NEP	NON ENGLISH PROFICIENT
LEP	LIMITED ENGLISH PROFICIENT
FEP	FLUENT ENGLISH PROFICIENT
NSS	NON SPANISH SPEAKER
LSS	LIMITED SPANISH SPEAKER
FSS	FLUENT SPANISH SPEAKER
NSR	NON SPANISH READER
LSR	LIMITED SPANISH READER
CSR	COMPETENT SPANISH READER
NSW	NON SPANISH WRITER
LSW	LIMITED SPANISH WRITER
CSW	COMPETENT SPANISH WRITER
NSP	NON SPANISH PROFICIENT
LSP	LIMITED SPANISH PROFICIENT
FSP	FLUENT SPANISH PROFICIENT

APPENDIX B
SOME FORMS OF COLLECTING STUDENT DATA

LAS CRUCES PUBLIC SCHOOLS

HOME LANGUAGE SURVEY (K-12)

Our school needs to know the language(s) spoken and/or heard at home by each student. This information is needed in order for us to provide the best instruction possible for all students. Please answer the following questions. Thank you for your help.

SCHOOL: _____ TEACHER: _____

NAME OF STUDENT: _____ ID#: _____
Last First Middle

DOB: _____ PLACE OF BIRTH _____ AGE: _____ GRADE: _____

1. Which language did your child first learn to speak? _____
2. What language(s) are spoken in the home? _____
3. What language(s)are spoken by the child? _____

_____ _____
PARENT/GUARDIAN SIGNATURE DATE

ESCUELAS PUBLICAS DE LAS CRUCES

CUESTIONARIO SOBRE IDIOMAS QUE HABLA EL ESTUDIANTE (K-12)

Nuestra escuela necesita saber que idiomas se hablan y/o se escuchan en casa de cada estudiante. Esta información se necesita para que nosotros podamos ofrecer la mejor educación posible para todos los estudiantes. Por favor conteste las siguientes preguntas.

ESCUELA: _____ MAESTRO(A): _____

NOMBRE DEL ESTUDIANTE: _____ # S.S. _____
Apellido Nombre

FECHA DE NACIMIENTO: _____ EDAD _____ GRADO _____

LUGAR DE NACIMIENTO: _____

1. ¿ Cuál idioma aprendió su niño/niña a hablar primero? _____
2. ¿ Qué idioma(s) se habla en casa? _____
3. ¿ Qué idioma(s) habla su niño/niña? _____

_____ _____
FIRMA DE PADRES FECHA

DISTRIBUTION: White copy to student Cumulative Folder
Yellow copy to Bilingual/ESL Educational Assistant

LAS CRUCES PUBLIC SCHOOL
LANGUAGE PROFICIENCY RESULT FORM

SCHOOL: _____ YEAR: _____

STUDENTS NAME: _____

ID# _____ GRADE:: _____

TEACHER: _____

ENGLISH ORAL POST-TEST			LAU
SCORE	DATE TESTED	EXAMINER	
SPANISH ORAL POST-TEST			
SCORE	DATE TESTED	EXAMINER	

ENGLISH READING/WRITING POST-TEST			ENGLISH LITERACY
RDG/WRT	DATE TESTED	EXAMINER	STATUS
SPANISH READING/WRITING POST-TEST			SPANISH LITERACY
RDG/WRT	DATE TESTED	EXAMINER	STATUS

LAS CRUCES PUBLIC SCHOOL
LANGUAGE PROFICIENCY RESULT FORM

SCHOOL: _____ YEAR: _____

STUDENTS NAME: _____

ID# _____ GRADE:: _____

TEACHER: _____

ENGLISH ORAL PRETEST			LAU
SCORE	DATE TESTED	EXAMINER	
SPANISH ORAL PRETEST			
SCORE	DATE TESTED	EXAMINER	

ENGLISH READING/WRITING PRETEST			ENGLISH LITERACY
RDG/WRT	DATE TESTED	EXAMINER	STATUS
SPANISH READING/WRITING PRETEST			SPANISH LITERACY
RDG/WRT	DATED TESTED	EXAMINER	STATUS

DISTRIBUTION: **White** copy on the **RIGHT to MEC** upon completion of PRETEST
White copy on the **LEFT to MEC** upon completion of POST-TEST
Yellow copy to student CUM upon completion of PRE & POST-TEST

MEC FORM 3

LAS CRUCES PUBLIC SCHOOLS
BILINGUAL/ESL/NEWCOMERS' CENTER PROGRAM

PARTICIPATION NOTICE

Dear Parents:

It is our pleasure to inform you that your child, _____, has been selected to participate in the _____ Bilingual Education _____ ESL _____ NewComers' Center program to help her/him succeed in school. The students in the program will receive daily instruction to strengthen their language abilities.

You are welcome to visit the program which your child attends. Should you have any questions, please contact your child's school.

_____	_____	_____
Principal/Designee's Signature	School	Date

ESCUELAS PUBLICAS DE LAS CRUCES
PROGRAMA BILINGUE/INGLES COMO SEGUNDO IDIOMA/
CENTRO DE RECIEN VENIDOS

NOTICIA DE PARTICIPACIÓN

Estimados Padres:

Es un placer informarles que su hijo/a, _____, fue identificado/a para participar en el _____ programa Bilingüe _____ Inglés como Segundo Idioma ____ Centro de Recién Venidos diseñado para ayudarle a su hijo/a tener éxito. El programa es diseñado para fortalecer las habilidades del lenguaje de su hijo/a.

Les invitamos que visiten el programa. Si tienen preguntas, por favor llamen a la escuela a la cual su hijo/a asiste.

_____	_____	_____
Firma del Director/a o Maestro/a Designado/a	Escuela	Fecha

DISTRIBUTION

White to Parents
Yellow to Student's Cumulative Folder

LAS CRUCES PUBLIC SCHOOLS

PARENT WITHDRAWAL REQUEST FORM

Dear Principal:

My child, _____, was identified to participate in the _____ Bilingual Education _____ ESL _____ NewComers' Center Program. I was informed of benefits my child would receive from participating in the program, and was also invited to visit.

However, I do not wish to have my child participate in the program, and would like to request a change of program for my child effective _____.

_____ _____
Parent/Guardian Signature Date

_____ _____ _____
Principal/Designee's Signature School Date

ESCUELAS PUBLICAS DE LAS CRUCES

FORMA DE PETICION DE PADRE PARA RETIRO

Estimado Director/a:

Mi hijo(a), _____fue identificado para participar en el ____ programa Bilingüe ____ Inglés como Segundo Idioma _____ Centro de Recién Venidos. Me informaron como beneficiará este programa a mi hijo(a) y también me invitaron a visitar el programa.

Sin embargo, no quiero que mi hijo(a) participe en el programa y pido que cambien su programa, efectivo _____.

_____ _____
Firma de Padre/Tutor Fecha

_____ _____ _____
Firma del Director/a o Maestro/a Designado/a Escuela Fecha

DISTRIBUTION
White to MEC
Yellow to Student's Cumulative Folder
Pink to Parents

LAS CRUCES PUBLIC SCHOOLS - BILINGUAL MULTICULTURAL EDUCATION

40TH DAY COUNT - MASTER LIST

School Name:	Month/Day/Year:	Educational Assistant(s):

K:	1st:	2nd:	3th:	4th:	5th:	6th:	7th:	8th:	9th:	10th	11th:	12th:	Total Students:

NO	SS# OR ID	STUDENT NAME (LAST, FIRST)	GRD	HML	STUDENT NEW		IPT ORAL				IPT READING & WRITING						Teacher
					to Distr	to Sch	English Score	Spanish Score	LAU	Date Tested	English Rdg/Wrt	LEP Status	Date Tested	Spanish Rdg/Wrt	LEP Status	Date Tested	
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	

Distribution: White copy to MEC
Yellow copy to School File

MEC FORM 9 - 7/14/97 (Page_____)
Total pages turned in _____

LAS CRUCES PUBLIC SCHOOLS - BILINGUAL MULTICULTURAL EDUCATION

MONTHLY REPORT FORM

School Name:	Month/Day/Year:	Educational Assistant(s):

K:	1st:	2nd:	3th:	4th:	5th:	6th:	7th:	8th:	9th:	10th	11th:	12th:	Total Students:

New PHLOTE students tested and/or new students added to the bilingual/ESL Program:

NO	SS# OR ID	STUDENT NAME (LAST, FIRST)	GRD	HML	STUDENT NEW		IPT ORAL				IPT READING & WRITING						Teacher
					to Distr	to Sch	English Score	Spanish Score	LAU	Date Tested	English Rdg/Wrt	Lit Status	Date Tested	Spanish Rdg/Wrt	Lit Status	Date Tested	
1																	
2																	
3																	
4																	
5																	

Please delete the following bilingual/ESL students from the current school: **Total Students deleted:**

No	SS# or ID#	STUDENT NAME	GRD	HML	TEACHER	REASON(S) FOR NONPARTICIPATION						
						Tested FEP	Parent requested withdrawal	Moved to another school within the district (Specify school name)	Moved from the district	Dropped due to absenteeism	(6) Graduated	(7) Other
1												
2												
3												
4												
5												

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Yellow copy to School File

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